DOCUMENT RESUME

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IDENTIFIERS	Adult Competency Education Project: California (San Mateo County): *Injection Molding Machine Tenders

ABSTRACT

This tenth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Food Assembler, Injection Molder-Machine Operator, Data Entry Typist, Institutional Cook, and Clerk Typist. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (An office core job description containing competencies common to the office occupations included here and in CE 016 832 and in CE 016 834 is provided.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC--see Note.) (YLB)

ED187840

san mateo county office of education

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a project of the career preparation centers

Adult Competency Education kit

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PART M

ACE COMPETENCY BASED JOB DESCRIPTIONS:

60 - Food Assembler
61 - Injection Molder - Machine Operator
62 - Data Entry Typist
63 - Institutional Cook

Office Core Job Description
#64 - Clerk Typist

BASIC SKILLS IN SPEAKING, MATH, AND READING FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney

CE 016 831

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NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

A.C.E. COMPETENCY BASED JOB DESCRIPTION 60

OCCUPATIONAL TITLE: FOOD ASSEMBLER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: FOOD ASSEMBLER

D.O.T. CODE: 319.884 (4th Ed.: 556.685-022)

A.C.E. NUMBER: 60

CAREER LADDER:

FIRST LEVEL: Food Assembler

SECOND LEVEL: Server

THIRD LEVEL: Cook

D.O.T.'s GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Folger's Coffee Company
229 Littlefield Avenue
South San Francisco, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of annual jobs in San Mateo County: 72. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

USUAL ENTRANCE REQUIREMENTS: job application, interview

JOB DESCRIPTION (DOT): Prepares meal trays in commissary kitchen for inflight service of airlines, multi-unit restaurant chains, industrial caterers, or educational institutions, performing any combination of the following duties: Fills individual serving cartons with portions of various foods and condiments, such as cream, jams, and sauces, by hand or using automatic filling machine. Portions and garnishes hot cooked foods, such as meat and vegetables, into individual serving dishes. Stores dishes of hot food on shelves of portable electric warming cabinet or food cart for stowing aboard airplane or transfer to restaurant or cafeteria dining unit. Removes pans of portioned salads, desserts, rolls, cream, and other cold food items from refrigerator or pantry, and places them at appropriate stations of tray assembly counter to facilitate loading meal trays. Places food items, silverware, and dishes in depression of compartmented food tray passing on conveyor belt. Examines filled tray for completeness and appearance and stores completed trays in refrigerated storage cabinets to be transported to airport, dining room, or cafeteria. May be designated according to type of food assembled as COLD-FOOD PACKER, HOT-FOOD PACKER.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

FOOD ASSEMBLER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a food assembler.

The right-hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisites to those competencies.

The middle column *states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W.; and Smith, A. De W.; Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million and write its name in words.

1A.4 Prerequisite to 3E.2 Write a whole number less than ten million given the word name of the number.

1A.5 A FOOD ASSEMBLER must be able to count the number of loaves of bread on hand and write the number on the inventory sheet.

To accomplish this task, the student must be able to count a set of up to one hundred objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will count the number of books on a given bookcase and write down that number.

1B.1 Prerequisite to 1B.5 Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ____;
Find the sum of 8 and 5;
Add 8 and 5;

8 + 5 = ____;

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$

1B.2 Prerequisite to 1B.5 Find the sum of a set of whole numbers of 1 - 5 digits including cases where carrying is required.

1B.3 Prerequisite to 1B.5 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____;
Subtract 5 from 8;
Find the difference of 8 and 5;
8 - 5 = ____;

If you had 8 and gave away 5, you would have ____;

$$\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array}$$

1B.4 Prerequisite to 1B.5 Find the difference of two 1 - 5 digit numbers including cases where borrowing is required.

1B.5 A FOOD ASSEMBLER must be able to keep track of stock.

To accomplish this task, the student must be able to solve a routine word problem using subraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will determine that, if 40 gallons of milk are needed for dinner and only 21 are on hand, 19 more gallons are needed. If extra company was expected to need 6 more gallons, 25 gallons would be required altogether.

1C.1 Prerequisite to 1C.2 Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____;
Six two's are ____;
The product of 6 and 2 is ____;
6 x 2 = ____; $\underline{6 \times 2}$.

1C.2 A FOOD ASSEMBLER must be able to determine the amount of meat needed in order to make sandwiches.

To accomplish this task, the student must be able to find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to three digits.

To demonstrate the ability to perform this task, the student will solve the following problems:

a. $\underline{64 \times 12}$ b. $\underline{185 \times 4}$

c. 67 x 412 = ____
d. 101 x 22 = ____

KEY: a. 768; b. 740; c. 27,604; d. 2,222.

2A.1b Prerequisite to 6E.2 Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

6E.2 Prerequisite to 8A.5 Weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.

6G.1 A FOOD ASSEMBLER must be able to calculate time worked.

To accomplish this task, the student must be able to subtract 12-hour clock times including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will perform the calculations below:

12:35 p.m.	5:00 p.m.
- 8:15 a.m.	-1:15 p.m.
(4 hrs.,20 min.)	(3 hrs.,45 min.)

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 A FOOD ASSEMBLER must be able to read meat thermometers to see if the meat is done.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale.

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions;
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions;
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths;
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1,000.

Substitute

thermometer scale

To demonstrate the ability to perform this task, the student will refer to the thermometer (left) and determine that it registers approximately 72^{0}.

960

9B.4 A FOOD ASSEMBLER must be able to work with proportionally larger or smaller recipes.

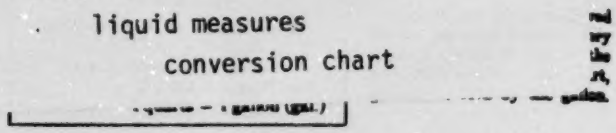
To accomplish this task, the student must be able to read and use conversion charts.

5. USING LIQUID MEASURES

Substitute

liquid measures

conversion chart



To demonstrate the ability to perform this task, the student will read the chart below and determine that since 1 quart = 2 pints and 1 gallon = 4 quarts, then 6 gallons would = 48 pints.

13A.1 Prerequisite to 15A.2 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 A FOOD ASSEMBLER must be able to use the correct products.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will read the following label aloud to the instructor:

[redacted]

Substitute

sandwich label

[redacted]

15A.3 A FOOD ASSEMBLER must be able to converse with customers and co-workers.

To accomplish this task, the student must be able to read and use words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will match the following with 90% accuracy:

A. loaves	1. to find out the extent, dimension or capacity by a standard
B. chef	2. list of ingredients and directions for preparing a dish or drink
C. to measure	3. a creamy salad dressing made by beating together egg yolks, oil, lemon juice or vinegar, and seasoning
D. thermometer	4. plural of loaf
E. recipe	5. strainer, sifter
F. ingredient	6. any of the things a mixture is made of
G. mayonnaise	7. head cook, as in a restaurant
H. china cup	8. a large griddle
I. food mill	9. an instrument for measuring temperature
J. grill	10. cup of ceramic ware like porcelain
K. bain marie	11. steam table or water bath
L. sieve	12. a machine for grinding or crushing food.

KEY: A-4; B-7; C-1; D-9; E-2; F-6; G-3; H-10; I-12; J-8; K-11; L-5.

16A.1 Prerequisite to 16A.4 Identify a form as a standard printed document with blank spaces.

16A.2 A FOOD ASSEMBLER must be able to fill out a job application.

To accomplish this task, the student must be able to interpret terminology and abbreviations frequently found in forms.

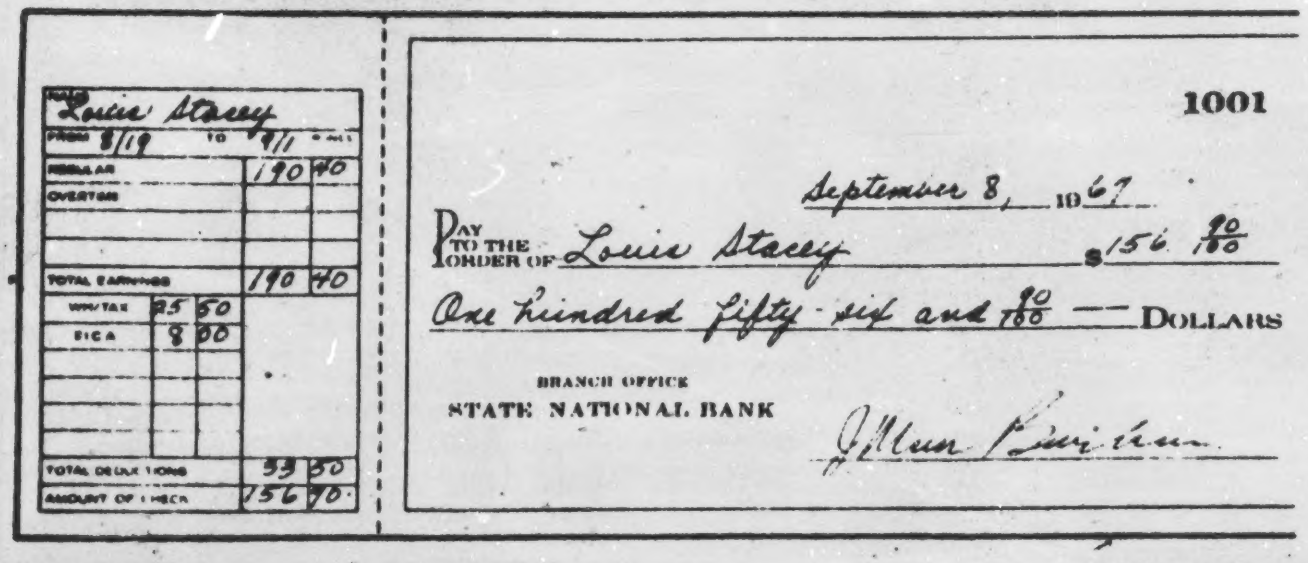
To demonstrate the ability to perform this task, the student will examine 60-A and explain the meanings of 5 items selected by the instructor.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 A FOOD ASSEMBLER must be able to receive and read a paycheck.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, paychecks, job orders and receipts, answer factual data based on information on the form.

To demonstrate the ability to perform this task, the student will refer to the paycheck below and determine that the gross pay is $190.40, the withholding is $25.50, the Social Security tax is $8.00 and the net pay is $156.90.



Louis Stacey
FROM 8/19 TO 9/1
REGULAR 190 40
OVERTIME
TOTAL EARNINGS 190 40
WH TAX 25 50
FICA 8 00
TOTAL DEDUCTIONS 33 50
AMOUNT OF CHECK 156 90

1001

September 8, 1967

PAY TO THE ORDER OF Louis Stacey $156 90/100

One hundred fifty-six and 90/100 — DOLLARS

BRANCH OFFICE
STATE NATIONAL BANK

J. Mae Fairclean

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 A FOOD ASSEMBLER must be able to follow recipes.

To accomplish this task, the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.

To demonstrate the ability to perform this task, the student will refer to the recipe below and determine that the first five ingredients are: onions, lemon juice, salt, mustard and pepper; that those ingredients are tossed with the hot potatoes; and that the mixture is refrigerated for about one hour.

[redacted]

Substitute

potato salad recipe

[illegible] together first 5 ingredients. Toss with hot potatoes to coat evenly. Cover and refrigerate about 1 hour.

17A.7 Prerequisite to 19B.9 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19B.9 Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 Prerequisite to 19B.9 Perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

19B.9 A FOOD ASSEMBLER must be able to follow simple oral directions from the chef about recipes.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions are to be fulfilled. (The activities to be within the abilities of the student - recall and interpretation are the items to be demonstrated.)

To demonstrate the ability to perform this task, the student will refer to the recipe in 16B.3 and determine that if one remembers the recipe for basic potato salad, one can easily modify it to hearty potato salad or confetti potato salad without learning to remember three recipes.

20A.1 Prerequisite to 20B.1 Given the letters of the alphabet in manuscript form and random order, write or print the letters in correct order.

20B.1 A FOOD ASSEMBLER must be able to write labels listing the main ingredients in a sandwich.

To accomplish this task, the student must be able to use instructional objective from taxonomy.

To demonstrate the ability to perform this task, the student will write the following words as they are dictated by the instructor:

bread, turkey, mayonnaise, relish, mustard, perishable, refrigerated, unadulterated.

21A.3 Prerequisite to 22B.2 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 A FOOD ASSEMBLER must be able to complete an application form before being hired.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will complete 60-A.

22D.1 A FOOD ASSEMBLER must be able to write notes to the chef concerning food supplies.

To accomplish this task, the student must be able to write short notes to self or to others which convey information such as appointments, telephone calls received, visitors, etc., which supply necessary data about "who", "when", "what", and "how".

To demonstrate the ability to perform this task, the student will write a note conveying the following information to a chef:

a. no bread in store room;
b. need twelve loaves of assorted kinds:
   ten white
   one whole wheat
   one rye;
c. order from Safeway today by phone;
d. arrange for pickup by this restaurant;
e. chef to do the ordering.

60-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code)

3. TELEPHONES
Home _____
Business _____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____
Reason for leaving _____

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 61

OCCUPATIONAL TITLE: INJECTION MOLDER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Injection Molder - Machine Operator

D.O.T. CODE: 556.885 (4th Ed.: 556.685-022)

A.C.E. Number. 61

CAREER LADDER:

FIRST LEVEL: Machine Operator

SECOND LEVEL: Set-up Person

THIRD LEVEL: Lead Person

D.O.T.'s General Educational Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Regional Occupational Program
(plastics class)
Sequoia High School
Redwood City, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County ___. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Development job opening activity.

Usual Entrance Requirements - Application form.

JOB DESCRIPTION (D.O.T.) - Tends compression-molding machines that mold thermosetting plastics into products, such as automobile heater housings, ashtrays, and dishes: Dumps specified amount of plastic powders or pellets into hopper of machine, or positions pellets or sausage-shaped plastics in mold installed on machine. Starts machine that compresses plastic into mold under heat and pressure. Allows plastic to set for specified time. Removes product from mold and cleans mold, hopper, and bed of machine, using airhose and handtools. May place plastics material on hot grid or in oven to soften it prior to molding. May weigh prescribed amount of material for molding.

MOLD-PRESS OPERATOR (button). Tends press that forms plastic buttons from compressed plastic tablets: Spreads tablets on loading tray by hand and shakes tray to seat tablets in pockets in tray surface. Alines loaded tray over retaining plate of press and pushes slide in tray bottom to drop tablets into cavities in press plate.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

INJECTION MOLDER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as an injection molder.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 Prerequisite to 8A.5

Given a series of numbers in numeral form (e.g., 10, 20, 30) be able to copy series in hand-written form with 100% accuracy.

1A.2 Prerequisite to 1A.5

Identify place value of digits in a given whole number with up to 7 digits.

1A.3 Prerequisite to 1A.5

Read a given whole number less than 10 million and write its name in words.

1A.4 Prerequisite to 1A.5

Write a whole number less than 10 million given the word name of the number.

1A.5 The INJECTION MOLDER must be able to count and record the number of parts produced.

To accomplish this task, the student must be able to count and write whole numbers.

To demonstrate the ability to perform this task, the student will count a stack of papers or some other objects and write that number on a separate piece of paper.

1B.1 Prerequisite to 1B.5

Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ___.
Find the sum of 8 and 5.
Add 8 and 5.

8 + 5 = ___.

$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

1B.2 Prerequisite to 1B.5

Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 1B.5

Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ___.
Subtract 5 from 8.
Find the difference of 8 and 5.
8 - 5 = ___.

If you had 8 and gave away 5, you would have ___.

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

1B.4 Prerequisite to 1B.5

Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 The INJECTION MOLDER must be able to keep an accurate count of parts produced and know precisely how many more are needed.

To accomplish this task, the student must be able to add or subtract whole numbers.

To demonstrate the ability to perform this task, the student will determine that if 1000 parts are needed and 867 have been produced, then 133 more are needed.

1C.1 Prerequisite to 1C.5

Perform multiplication of whole numbers given instructions such as:

6 times 2 is ___.
Three two's are ___.
The product of 6 and 2 is ___.

$6 \times 2 = ___$.

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

1C.2 Prerequisite to 1C.5

Find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to three digits.

1C.3 Prerequisite to 1C.5

Perform division of two simple whole numbers (no remainder) given instructions such as:

2 divided by 6 is ___.
2 into 6 goes ___ times.
The quotient of 6 divided by 2 is ___.

$6 \div 2 = ___$.
$2\overline{)6} = ___$.
$\frac{6}{2} = ___$

1C.4 Prerequisite to 1C.5

Find quotients of 1-5 digit dividends and 1-3 divisors including cases where there are remainders.

1C.5 The INJECTION MOLDER must be able to perform some warehousing activities such as packaging parts in boxes and onto a pallet or stack as they come out of the mold.

To accomplish this task, the student must be able to determine how many parts/box, boxes/stack, boxes/job . . .

To demonstrate the ability to perform this task, the student will determine that if the total number of parts to be produced are 1000 and if 40 parts will be packed in a box, then 25 boxes will be needed.

1E.1 The INJECTION MOLDER must be able to estimate the amount of materials needed to complete a job.

To accomplish this task, the student must be able to round off a precise number, such as the exact number of parts to be produced, when figuring the amount of materials needed.

To demonstrate the ability to perform this task, the student will determine that if 982 parts are required, then materials for about 1000 parts should be used to compensate for faulty parts and produce the number needed without a costly waste of materials.

2A.1 Prerequisite to 8A.5 In a given diagram or illustration, name the fraction which represents a given number of parts out of a total number of equal parts.

2A.2	Prerequisite to 8A.5	Reduce a fraction to its simplest form (lowest terms).
2A.3	Prerequisite to 8A.5	Change improper fractions to mixed numbers and mixed numbers to improper fractions.
2A.4	Prerequisite to 2A.5	Write equivalent fractions for a given fraction given a new numerator and denominator.
2A.5	The INJECTION MOLDER may be required to assist the set-up person in such functions as setting up a drill press to drill parts.	To accomplish this task, the student must be able to identify various drill sizes designated as fractional numbers. To demonstrate the ability to perform this task, the student will arrange a set of fractions given randomly, into ascending and descending order. Arrange the following set of fractions in descending order: 1/3, 2/16, 1/2, 3/8, 3/4, 7/16 KEY: 3/4, 1/2, 7/16, 3/8, 1/3, 2/16
2B.1	Prerequisite to 2B.4	Calculate the sum in simplest form of two or three common fractions with like denominators.
2B.2	Prerequisite to 2B.4	Calculate the sum in simplest form of two or three common fractions with unlike denominators.
2B.3	Prerequisite to 2B.4	Calculate the sum in simplest form of two or three mixed numbers with like and unlike denominators.
2B.4	Prerequisite to 2B.5	Calculate the sum in simplest form of two or three numbers which include at least one proper fraction and one mixed number.

2B.4 The INJECTION MOLDER may be required to fill out or check a time card.

To accomplish this task, the student must be able to add a set of numbers including fractional parts of an hour.

To demonstrate the ability to perform this task, the student will determine that if an employee worked 7 1/2 hours on Monday, 8 hours on Tuesday and Thursday, and 8 1/4 hours on Wednesday and Friday, then the employee worked a total of 40 hours for that week.

2B.5 Prerequisite to 2B.6 Calculate the difference in simplest form of two common fractions with like denominators.

2B.6 The INJECTION MOLDER must be able to check for variance of parts produced on the machine.

To accomplish this task, the student must be able to find the difference of the measured parts from their required fractional dimensions.

To demonstrate the ability to perform this task, the student will determine that if a part is to be 2 3/4 inches + 1/8 inch in width, a part 2 11/16 inches would be acceptable but a part 2 15/16 inches would not.

3A.1 Prerequisite to 3A.3 Read a given 1-4 place decimal fraction and write its name in words.

3A.2 Prerequisite to 3A.3 Write a 1-4 place decimal fraction given the word name of the number.

3A.3 The INJECTION MOLDER must be able to understand the relative values of decimal fractions when working with measurement devices, such as micrometers, in a quality control capacity.

To accomplish this task, the student must be able to arrange a set of decimal fractions in ascending or descending order.

To demonstrate the ability to perform this task, the student will arrange a set of decimal fractions given randomly, into ascending or descending order.

Arrange the following set of decimal fractions in descending order.
.04, .9, .706, .099, .97, .1879

KEY: .97, .9, .706, .1879, .099, .04

3B.2 The INJECTION MOLDER must be able to check for variance of parts produced on the machine using a micrometer.

To accomplish this task, the student must be able to find the difference of the measured parts from their required decimal dimensions.

To demonstrate the ability to perform this task, the student will determine that if a part is to be .016 of an inch $\pm$ .002 of an inch in thickness, a part .0176 would be acceptable but a part .0139 would not.

4A.1 The INJECTION MOLDER must be able to visualize an approximate number of parts when told that, at least 85% of the parts produced must be usable.

To accomplish this task, the student must be able to identify a percent as equivalent to a fraction with 100 as the denominator.

To demonstrate the ability to perform this task, the student will determine that the following fractions 1/4, 1/2, 3/4, 4/5, 2/3 ... as percentages would be 25%, 50%, 75%, 80%, 66.6%.

8A.5 The INJECTION MOLDER must be able to view the instrumentation of the machine and determine whether or not all systems are operating properly.

To accomplish this task, the student must be able to read a variety of gauges and scales, such as those for the timers, thermometers, pyrometers, and pressure gauges.

To demonstrate the ability to perform this task, the student will read the meters below and state their readings to be; a. 6.4, b. .7, c. 5.3, d. 237,588.

Substitute meters or varied graduated scales

11A.1 Prerequisite to 11C.1 — Identify rectangles, squares, triangles, circles, rectangular solids, cubes, pyramids, cones, cylinders and spheres from a set of objects, pictures of objects, or names of objects.

11B.1 Prerequisite to 11C.1 — Identify 30°, 45°, 60°, and 90° angles from a set of such angles, without the aid of a protractor.

11C,1 The INJECTION MOLDER must be able to identify various shapes and angles in order to visualize or communicate a description of a mold or finished part.

To accomplish this task, the student must be able to draw squares, rectangles, triangles, circles, cubes, rectangular solids,,cylinders, cones and pyramids.

To demonstrate the ability to perform this task, the student will draw a variety of the above mentioned forms, employing various angles as specified by the instructor.

13A.1 The INJECTION MOLDER must be able to locate the proper type and color of plastics to be used in the production of molded parts.

To accomplish this task, the student must be able to read letters which may be included as part of a code on a label.

To demonstrate the ability to perform this task, the student will read the following:

AL807, BM535, XL949, and terms such as plexiglass, cyclac...

15A.1 Prerequisite to 15A.3 — Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch list).

15A.2 The INJECTION MOLDER must be able to safely work with products used in production.

To accomplish this task, the student must be able to read the labels and possibly the directions for such products.

To demonstrate the ability to perform this task, the student will read labels or signs similar to: "Store in a cool dry place","Do not shake","contents under pressure","Use at room temperature" ...

15A.3 The INJECTION MOLDER must be able to effectively communicate with the set-up and lead persons.

To accomplish this task, the student must be able to use and understand words which are common to the occupation.

To demonstrate the ability to perform this task, the student will work with the vocabulary list 61A, and when given separate terms and definitions be able to match them correctly.

16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

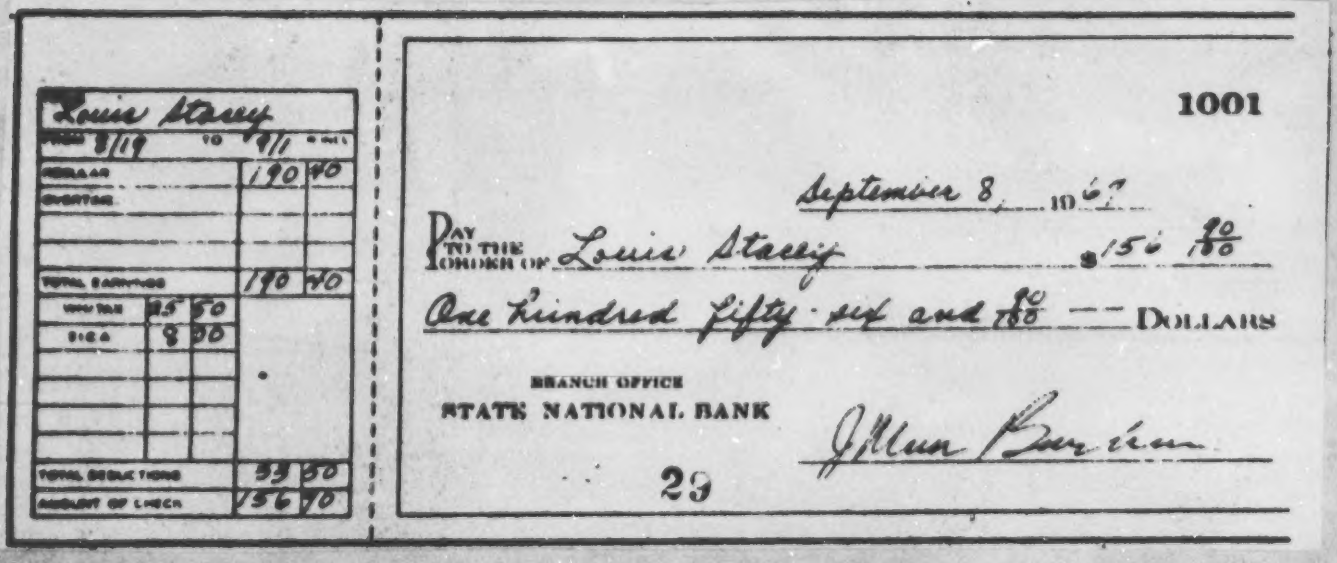
16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 The INJECTION MOLDER receives and must be able to verify a paycheck.

To accomplish this task, the student must be able to answer factual questions about a paycheck.

To demonstrate this task, the student will examine the paycheck below and determine from the pay stub that Louis Stacey earned $190.40 gross pay, that $25.50 was withheld for federal income tax, $8.00 for Social Security Tax, and that his net pay was $156.90.



16B.1 **Prerequisite to 16B.3** Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 **Prerequisite to 16B.3** State the type of information recorded on given charts and tables.

16B.3 The INJECTION MOLDER must be able to to obtain instructions from the set-up or lead person, such as cycle and injection times, temperatures...which are given on a set-up sheet.

To accomplish this task, the student must be able to read charts and tables.

To demonstrate the ability to perform this task, the student will read the following and determine that high impact Polystyrene has a specific gravity of 1.07 and a flow temperature of between 350-600°F.

Substitute chart or table

		Flow Temperature
	1.30	335 - 490°F
Cellulose Propionate	1.18	180
Ethyl Cellulose		15
		00
OLEF		
		600
STYRE		
Polystyrene, clear	1.05	350 - 700
Polystyrene, high impact	1.07	350 - 600
A B S		
ACRYL		
M		
POLYA		
Nyl		720
Nyl	1.13	440 - 600
VINYL		
Polyvinyl Chloride, elastomeric	1.32	320 - 385
Polyvinyl Chloride, rigid	1.38	300 - 415

19A.6 Prerequisite to 19A.12 — Identify the main outcome expected from spoken directions.

19A.8 Prerequisite to 25J.4 — Identify several important ideas contained in a speech.

19A.12 The INJECTION MOLDER must be able to carry out the directives of supervisors and follow general shop rules and operating procedures.

To accomplish this task, the student must be able to accurately derive specific tasks from spoken directions or take specific tasks and form a generalized idea of expectations.

To demonstrate the ability to perform this task, the student will be given directions orally for performing a task (e.g. tying a pair of shoes), and then list each step necessary in carrying it out.

21A.3 The INJECTION MOLDER must be able to signify the production date of parts when packaging and for quality control recording purposes.

To accomplish this task, the student must be able to accurately and correctly write the date.

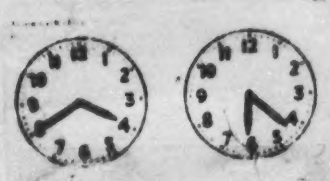
To demonstrate the ability to perform this task, the student will correctly write, the twenty-eighth day of May, 1977 as May 28, 1977, or 5/28/77.

21A.4 Prerequisite to 21A.5 — Given a standard clock, tell correct time to within 5 minutes of actual time.

21A.5 The INJECTION MOLDER must be able to write the correct time along with the date for quality control purposes or when filling out a time card.

To accomplish this task, the student must be able to write the correct time indicated on a clock.

To demonstrate the ability to perform this task, the student will correctly write the indicated times.



KEY: 3:40; 6:22.

22A.1 Prerequisite to 22B.2 — Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 — Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 The INJECTION MOLDER must be able to apply for a job.

To accomplish this task, the student must be able to fill out an application for employment in a legible manner.

To demonstrate the ability to perform this task, the student will correctly and legibly fill out 61B.

22D.1 The INJECTION MOLDER must be able to communicate to the operator on the next shift certain messages about the operation of a machine or a job in progress.

To accomplish this task, the student must be able to write short notes.

To demonstrate this ability to perform this task, the student will write a short note containing only the necessary information after listening to the following situation described by the instructor:
"Order #AL503 for 1000 parts is needed by tomorrow morning. You have completed 210 parts and your shift is ending. The operating temperature has been 382° and the machine cycle set at 30 seconds." The student will then write a short note containing only the very necessary information.

25J.4 The INJECTION MOLDER must be able to follow oral instructions.

To accomplish this task, the student must be able to summarize a set of directions as an indication that they are understood.

To demonstrate the ability to perform this task, the student will be given a set of directions without being told what the end result is to be. The student will then state what the end result of those directions must be. Example, tying a shoe.

26B.1 The INJECTION MOLDER must be able to separate various parts from one another.

To accomplish this task, the student must be able to sort by a given criteria.

To demonstrate the ability to perform this task, the student will separate a group of pencils into those under 3 inches, those between 3 and 5 inches, and those over 5 inches.

61-A

Substitute vocabulary list relative to occupation

61-B

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES

Home

Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed
6 7 8 9 10 11 12

Name and Location of Last Elementary or High School

Graduated? Yes ☐ No ☐

Name and Location of College or University

Major

Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer

Address

Supervisor's Name & Title Phone

Your Title

Duties

From mo. year

To mo. year

Total years months

Full Time ☐ Part Time ☐

Last Salary

Reason for leaving

Employer

Address

Supervisor's Name & Title Phone

Your Title

Duties

From mo. year

To mo. year

Total years months

Full Time ☐ Part Time ☐

Last Salary

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION

62

OCCUPATIONAL TITLE: DATA ENTRY TYPIST

INSTRUCTIONAL OBJECTIVES JOB COMPETENCIES

FACT SHEET

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATION TITLE: Data Entry Typist

DOT CODE: 213.588 (4th Ed.: 203.582-022)

ACE NUMBER : 62

CAREER LADDER:

FIRST LEVEL:

Data Entry Typist

SECOND LEVEL:

Lead or Senior Data Entry Typist

D.O.T.'S GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 3

SITE WHERE THE JOB CAN BE OBSERVED:

San Mateo Office of Education
333 Main Street
Redwood City, California

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Number of Annual Jobs in San Mateo County 65. This number is based upon the San Francsico-Oakland SMSA Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development job opening activity.

JOB PREREQUISITE - Job application form, performance testing (on key station - 8,000 strokes per hour). First interview-screening by panel of four. Second interview-top applicants screened by panel of three. No work experience required.

JOB DESCRIPTION - Converts alphabetic, numeric and symbolic data into coded form on punchcards or tapes. Loads decks of punchcards or reels of magnetic or paper tape into machine. Moves switches to set up machine and auxiliary equipment to produce desired cards or tapes. Types computer programs and input data such as specified items from business forms, which the machine converts to holes or magnetic impulses on cards or tapes. Proofreads typed copy to identify errors, and retypes copy or activates correctional devices built into machine. May insert tape or cards into reader attachment for automatic duplication of business correspondence or records. May be designated according to trade name or machine used as UNITYPIST.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

DATA ENTRY TYPIST

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a Data Entry Typist.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the left hand column have been abtracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. DeW., Generic Skills Handbook of Occupational Information, Training and Research and Development Station, Prince Albert, Saskatchewan, 1975.

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INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES	2.

1A.1 Given a series of numbers in numeral form (e.g., 10, 20, 30), be able to copy series in hand-written form with 100% accuracy.

A data entry typist must be able to fill in code numbers which are whole numbers. To accomplish this task, the student must be able to read whole numbers.
To demonstrate the ability to perform this task, the student will read 5056, 2040, and 1185 and copy them accurately.

1A.5 Count a set of up to 100 objects and state or write the number of objects counted.

A data entry typist must be able to count paper supplies and data cards. To accomplish this task, the student must be able to count and record the number of objects counted.
To demonstrate the ability to perform this task, the student will count the number of pencils and record the number on a paper.

1B.1 Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5?	8 + 5= ___.
8 plus 5 is ____.	8
Find the sum of 8 and 5.	+5
Add 8 and 5.	

See 1B.2

1B.2 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

A data entry typist must be able to fill out purchase orders and job orders.
To accomplish this task, the student must be able to add whole numbers.
To demonstrate the ability to perform this task, the student will compute the following sums:

a. 7319 + 678

b. 141 +1092

KEY: a. 7,997, b. 1,240.

1B.3 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____.	If you had 8 and gave away
Subtract 5 from 8.	5, you would have ____.
Find the difference of 8 and 5.	8
8 - 5= ____.	-5

See 1B.4

2B.2 Calculate the sum in simplest form of two or three common fractions with unlike denominators.

A data entry typist must be able to account for time spent on each job.
To accomplish this task, the student must be able to add fractions of hours to find the total amount of time.
To demonstrate the ability to perform this task, the student will add the following fractions:

a. $\frac{3}{5} + \frac{4}{5}$ b. $\frac{12}{60} + \frac{40}{60}$ c. $\frac{4}{5} + \frac{24}{60}$ d. $\frac{1}{3} + \frac{1}{2}$

KEY: a. 7/5 or 1 2/5, b. 13/15, c. 1 1/5, d. 5/6.

3E.2 Write a value less than $10,000,000.00 given the word name of the amount.

A data entry typist must be able to type dollar amounts onto data cards.
To accomplish this task, the student must be able to write a dollar value when given the word name of the amount.
To demonstrate the ability to perform this task, the student will write four hundred and seventy two dollars and thirty six cents as $472.36.

3E.3 Add columns of dollars and cents values including amounts from $ .01 to $9,999.99.

A data entry typist must be able to order supplies using purchase orders.
To accomplish this task, the student must be able to add dollars and cents.
To demonstrate the ability to perform this task, the student will perform the additions below:

a. $487.65 + 43.21 + 110.11

b. $31,476.14 + 884.89 + 1,410.55

KEY: a. $640.97, b. $33,771.58.

3E.5 Calculate the total cost of up to 25 items of equal value.

A data entry typist must be able to order large quantities of supplies.
To accomplish this task, the student must be able to calculate the cost of several items costing the same.
To demonstrate the ability to perform this task, the student will determine that 14 boxes of punchcards costing $5.25 a piece would total $73.50.

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INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
1B.4 Find the difference of two 1-5 digit numbers including cases where borrowing is required.	A data entry typist must be able to determine the number of data cards used by counting the number remaining and subtracting from the initial number. To accomplish this task, the student must be able to subtract numbers when borrowing is required. To demonstrate the ability to perform this task, the student will determine that 5,762 - 3,497 = 2,265.
1C.1 Perform multiplication of whole numbers given instructions such as: 6 times 2 is ____. 6 x 2 = ____. Three two's are ____. 6 The product of 6 and 2 is ____. x 2	See 3B.5
1C.3 Perform division of two simple whole numbers (no remainder) given instructions such as: 2 divided by 6 is ____. 6 - 2 = ____. 2 into 6 goes ____ times. 2)6 The quotient of 6 divided by 2 is ____. ____. 6 2	See 1C.4
1C.4 Find quotients of 1-5 digit dividends and 1-3 divisors including cases where there are remainders.	A data entry typist must be able to determine the average number of cards typed per hour. To accomplish this task, the student must be able to find the quotient when there are remainders. To demonstrate the ability to perform this task, the student will determine that 7,438 ÷ 7 = 1,062 with a remainder of 4.
2A.2 Reduce a fraction to its simplest form (lowest terms).	A data entry typist must be able to fill out time sheets. To accomplish this task, the student must be able to reduce fractions to simplest form. To demonstrate the ability to perform this task, the student will reduce the following fractions: a $\frac{28}{60}$ b $\frac{48}{60}$ c $\frac{16}{24}$ d $\frac{3}{15}$ e $\frac{70}{120}$.
2B.1 Calculate the sum in simplest form of two or three common fractions with like denominators.	See 2B.2

KEY: a. 7/15, b. 4/5, c. 2/3, d. 1/5, e. 7/12

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
13A.1 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.	See 15A.2
15A.1 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).	See 15A.2
15A.2 Read words from the labels of frequently used products or of products used in a given occupation.	A data entry typist must be able to use a variety of products. To accomplish this task, the student must be able to read the labels of these products and understand them. To demonstrate the ability to perform this task, the student will read the following label and explain what to do if some of the fluid gets on the skin.

DANGER: Contains Methylene Chloride
HARMFUL VAPOR

Damaging to skin, painful to eyes, highly volatile.

Use only in well-ventilated areas

ANTIDOTES: If contact with skin or eyes occurs, flood with water. If swallowed, drink mineral oil. DO NOT INDUCE VOMITING. Call physician immediately. If only exposed to vapor, seek fresh air immediately.

KEEP OUT OF REACH OF CHILDREN

989

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
15A.3 Read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.	A data entry typist must be able to converse with co-workers. To accomplish this task, the student must be able to understand occupational vocabulary. To demonstrate the ability to perform this task, the student will match the following with 90% accuracy. A. punchcards — 1. relating to, denoting, or denoted by a number B. header label — 2. to combine in a particular order C. verify — 3. a bar on a machine which causes the mechanism to omit something D. alphabetic — 4. to insure correctness E. drum card — 5. an electronic machine that performs rapid, often complex calculations, and selects and stores data F. collate — 6. a data card with holes punched in particular positions, each with its own significant meaning, for use in electrically operated tabulating or accounting equipment or tabulators G. computer — 7. the part of a magnetic tape which begins a section of data and contains information about the content of that data H. numeric — 8. of, relating to, or employing an alphabet I. operator — 9. factual information J. data — 10. a person who works a machine K. skip bar — 11. a punch card which automatically skips and duplicates parts of cards according to the program punched on it. Key: A 6, B 7, C 4, D 8, E 11, F 2, G 5, H 1, I 10, J 9, K 3
16A.1 Identify a form as a standardized printed document with blank spaces for recording certain needed information.	See 16A.4
16A.2 Interpret terminology and abbreviations frequently found in forms.	See 16A.4

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
16B.3 Given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.	A data entry typist must be able to punch IBM cards with data. To accomplish this task, the student must be able to read various charts and tables to get the needed information. To demonstrate the ability to perform this task, the student will examine 62-B and determine that the first class mentioned has Bonanno as a teacher, and that the tenth name of classes is Creative Fds.3.
16D.1 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.	See 16D.3
16D.2 Identify the particular kind of information of directions included in a given manual, using the title, table of contents and/or index as guide.	See 16D.3
16D.3 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.	A data entry typist must be able to locate information about the exceptional operation of their machines in manuals. To accomplish this task, the student must be able to use the table of contents and/or the index to find sections or pages of the manual that have the desired information. To demonstrate the ability to perform this task, the student will use the table of contents on the left to determine that specifications before starting are found on page 3, and information about printing paper and ribbon starts on page 9. In addition, the student will determine that the section with examples of subtraction problems begins on page 12.

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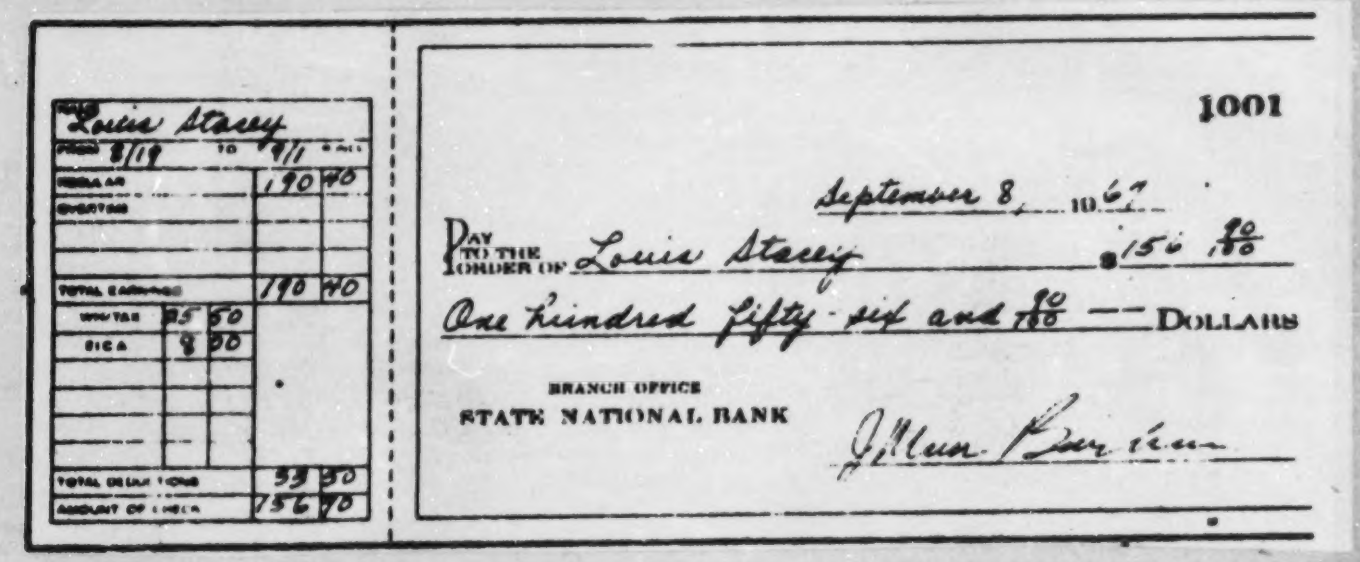
991

INSTRUCTIONAL OBJECTIVES

164.4 Given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

JOB COMPETENCIES

A data entry typist must be able to identify forms before transfering data from them. To accomplish this task, the student must be able to answer factual questions based on the data on forms.
To demonstrate the ability to perform this task, the student will refer to 62-A and determine that the Cabrillo Unified District number is 41 and that the student is not a U.S. citizen.
To demonstrate the ability to perform this task, the student will also refer to the paycheck below and determine from the check stub that the gross pay is $190.40, the federal tax withheld is $25.50, the Social Security is $8.00 and the net pay is $156.90.



Louis Stacey
FROM 8/19 TO 9/1
REGULAR 190 40
TOTAL EARNINGS 190 40
WITH TAX 25 50
FICA 8 00
TOTAL DEDUCTIONS 33 50
AMOUNT OF CHECK 156 90

1001

September 8, 1067

PAY TO THE ORDER OF Louis Stacey $156 90/100

One Hundred Fifty-six and 90/100 — DOLLARS

BRANCH OFFICE
STATE NATIONAL BANK

J. Allen Paterson

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
16D.5 Apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.	A data entry typist must be able to read a manual to determine how the machine operates in different situations. To accomplish this task, the student must be able to apply instructions from a given manual to a particular situation. To demonstrate the ability to perform this task, the student will refer to 62-C and place a D in the action column on line 3 below to denote a deletion of an old course. 1 1150 F 2 1152 F 3 1154 4 1156 5 1158 A
19B.9 Perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled (The activities to be within the abilities of the student -recall and interpretation are the items to be demonstrated).	A data entry typist must be able to act on directions from a supervisor. To accomplish this task, the student must be able to recall and interpret oral instructions. To demonstrate the ability to perform this task, the student will listen to the three directions below and recall them thirty minutes later: Place rubber bands on finished punchcards. Put stacks of punchcards into bin with programmer's name. If the bin is full, place excess stacks on shelf above bins.
21A.1 Identify seconds, hours, days, months, years, decades, centuries, as units of time.	See 21A.3
21A.2 Given dates of the year, locate dates on a current calendar.	See 21A.3
21A.3 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.	A data entry typist must be able to keep time sheet records for machine report and evaluation. To accomplish this task, the student must be able to write the date with correct punctuation and capitalization. To demonstrate the ability to perform this task, the student will locate the third Thursday in December and write the date as Thursday, December _____,19 ____.

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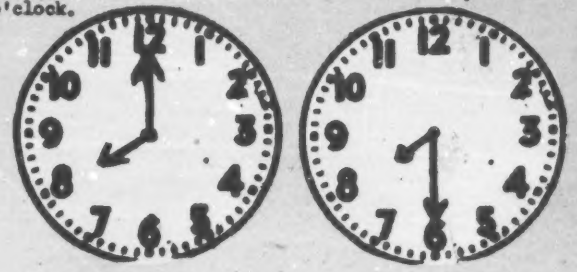
INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
21A.4 Given a standard clock, tell correct time to within 5 minutes of actual time.	See 21A.5
21A.5 Given times of the day, be able to write time: a. 8:00 b. eight o'clock c. 8 o'clock	A data entry typist must be able to write time on time sheets. To accomplish this task, the student must be able to tell and write time accurately. To demonstrate the ability to perform this task, the student will write the times shown below as 8:00, eight o'clock, and 8 o'clock, and as 7:30, seven thirty o'clock and 7:30 o'clock. 
22A.1 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.	See 22B.1
22B.1 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.	A data entry typist must be able to work with all sorts of forms. To accomplish this task, the student must be able to fill out purchase orders and job orders. To demonstrate the ability to perform this task, the student will examine 62-D and fill it out for an order of 24 cases of IBM cards, white, regular size, #4126, and costing $5.28 a case, paying by 30-day charge.
22B.2 Complete a sample application form for employment in a legible manner.	A data entry typist must be able to fill out a job application before being hired. To accomplish this task, the student must be able to complete a form for employment in a legible manner.

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
	To demonstrate the ability to perform this task, the student will complete form 62-T.
25C.2 Identify local call, person-to-person long distance call, station-to-station long distance call, collect call, and direct distance dial call given a description of each.	See 25C.6
25C.3 List the steps in using the telephone to: a. get the time of day; b. get a number of a person or organization for a local or long distance call; c. make a person-to-person call; d. make a station-to-station long distance call through the operator; e. make a collect call; f. make a direct distance dial call to a point with the same and different area codes; g. report that a telephone is not operating properly; h. report an incorrectly dialed direct distance dial call.	See 25C.6
25C.6 Practice, using inter-office or simulated phones, making and receiving a variety of local and long-distance telephone calls.	A data entry typist must be able to call programmers when their work is done. To accomplish this task, the student must be able to use the telephone to make a variety of calls. To demonstrate the ability to perform this task, the student will simulate a phone conversation, informing Joseph Andrews, over the intercom, that his program is typed.
26A.1 Sort data by given classification criteria (e.g., alphabetical order.).	A data entry typist must be able to sort and file invoices and requisitions. To accomplish this task, the student must be able to sort data by given classification criteria. To demonstrate the ability to perform this task, the student will correctly sort twenty address cards by alphabetical order and then by zip code.

995

62-A

2 000 774 307

STUDENT DATA TRANSMITTAL

COUNTY OF SAN MATEO EDUCATIONAL DATA PROCESSING CENTER

62 A

DISTRICT NAME: CABRILLO UNIFIED

SCHOOL NAME: HALF MOON BAY HIGH SCHOOL

TRANSMITTAL DATE: MO 09 DA 29 YR 75

1. NEW ENROLLEE
2. CHANGE
3. WITHDRAWAL X

30 COUNTY	DIST	SCHL	STUDENT NUMBER	GRADE LEVEL	SEX	STUDENT NAME
041	41	50	000774307	10	M	VALLE SALVADOR C

966

32 ATT	E/L	ENT LV DATE	COUNS CODE	COUNSELOR NUMBER	COUNSELOR NAME	HOME ROOM	LOCKER	COMBINATION	INTERSTATE	INTRASTATE	34 PREV SCH ATTEND	PREVIOUS SCHOOL NAME
		32 LV 12 02 75										
0	F4	08 25 75	DVO		DVORNIKOFF						1 41 06	HALF MOON BAY HIGH

PARENT OR GUARDIAN NAME	STUDENT'S MAILING ADDRESS	36 ADDRESS	STREET OR P.O. BOX	CITY	ZIP CODE
MR & MRS RAUL VALLE			RT 1 BOX 318	HALF MOON BAY	CA 94019

STUDENT'S RESIDENCE ADDRESS	38 ADDRESS	STREET NAME	CITY	HOME PHONE	DISTRICT OF RESIDENCE	COUNTY	DIST	SCHL	40 EMERGENCY CONTACT	HOME PHONE	BUSINESS PHONE
		PURISIMA CREEK	HALF MOON BAY	726-4902						NP -	NP -

42 RANK	BIRTH DATE	U.S. CIT.	ETHNIC	MARITAL	P.L. 874	SIBLING	POLIO	MEASLES	HEALTH	DRIVER ED	DRIV. TR	STUDENT EDUCATION PLAN	PARENT EDUC.	FATHER INCOME	MOTHER EDUC.	MOTHER INCOME
	12 25 58	N	1	S	N		Y	N								

44 STUDENT'S CURRENT COURSE INDEX

	INDEX	CHANGE INDEX	COURSE NUMBER	COURSE TITLE	PER	TEACHER NUMBER	TEACHER NAME	ROOM	CMTE		UNITS	CHANGE UNITS						CHANGE USE	
1	1802		P8001	F/S BPE	1A	006	COOLIDGE	GYM	50	1									1
2	1604		K6501	GEN SHOP 1	1B	002	BRAUN	J-2	50	1									2
3	1233		S2101	WORLD HISTORY	4	014	FERNANDEZ	C-3	50	1									3
4	1118		E1102	SUR ENG LIT	5	013	EWEN	C-1	50	1									4
5																			5
6																			6
7																			7
8																			8
9																			9
10																			10
11																			11
12																			12
13																			13
14																			14
15																		59	15
16																			16
17		58																	17

SMC 60C 307-200-70/C

STUDENT MASTER FILE INDEX CHANGE FORM (62 - C)

INSTRUCTIONS:

1. Activity recorded on this form will affect your entire Student Master File. All student records containing any of the OLD INDEX numbers will be affected according to the ACTION CODE, and new STUDENT DATA TRANSMITTALS will automatically be printed.

2. Only those index numbers computer-printed on your current COURSE Directory may be entered on this form. Any CHANGE index entered must be accompanied by its associated commute school code.

3. ACTION CODES - Enter one of the following for each OLD INDEX:

   A. (add) - Both the OLD and CHANGE index numbers must be present. The OLD COURSE will be retained. The CHANGE COURSE will be added to the student record.

   F. (final) - The OLD COURSE will be retained, and the latest mark received will be treated as a final mark. The CHANGE COURSE, if any, will be added to that student record. When a course has been finalized, it will no longer appear on locators, teacher roll sheets, or mark reporting scanner sheets. It will appear on SDT's and all semester mark reporting documents.

   D. (delete) - The OLD COURSE will be deleted. The CHANGE COURSE, if any, will replace the OLD COURSE.

4. SEX INDICATION:

   Enter M if the action is to apply only to male students.
   Enter F if the action is to apply only to female students.
   Leave blank if the action is to apply to all students.

SMCSDC 1201-71JC

HMB
School Name

4150 11.06.75
School Code Date

	OLD COURSE			CHANGE COURSE	
	INDEX NUMBER	ACT	SEX	INDEX NUMBER	CRED
1	1150	F		[redacted]	50
2	1152	F			
3	1154	F			
4	1156	F			
5	1158	F			

Authorization

COUNTY OF SAN MATEO EDUCATIONAL DATA PROCESSING CENTER

62B 998 SCHOOL: SSF High 40.50

COURSE DIRECTORY

	INDEX NUMBER	COURSE NUMBER	COURSE TITLE	ROOM		UNITS	TEACHER NUMBER		TEACHER NAME	SECTIO
	A 0938	K5135	~~ELECTRONICS 1~~ ~~ELECTRONICS~~ 1	S1	3	5 0	044		BONANNO	
	A 0939	K5140	ELECTRONICS 2	S1	3	5 0	↓		↓	
	A 0940	K5145	3	S1	3	5 0	↓		↓	
	A 0941	K5150	4	S1	3	5 0	↓		↓	
	A 0942	T8394	~~OFF~~ OCCUP GOALS	E2	1	5 0	066		BROWN	
	A 0943	B6035	COMM ART	D26	4	5 0	132		CLARK	
	A 0944	B6040	ART PROD	D26	4	5 0	132		↓	
	A 0945	J5026	Gourmet CKng	OC5	1	5 0	203		DEWEESE	
	A 0946	J5015	CREATVE FDS 3	OC5	3	5 0	203		DEWEESE	
	A 0947	J5015	CREATVE FDS 3	OC5	5	5 0	203		DEWEESE	
	A 0948	Q3010	LIFE SCI A	OE7	4	5 0	398		JOHN	
	~~A~~ 0949	S1715	GOVT	OB6	1	5 0	231		FERGUSON	
	A 0950	S1605	~~HAMILTON~~ AMER STUDIES	OD7	2	5 0	352		HAMILTON	
	A 0951	S1615	US HIST	OB7	4	5 0	400		JOHNSON	
	A 0952	E1185	SPEECH 1	~~OE3~~ CM2	2	5 0	357		HARRISON	
	A 0953	E1011	ENG 2	OE3	3	5 0	357		HARRISON	
	A 0965	S1615	US HIST	OB4	1	5 0	374		HERON	
	A 0954	S1715	GOVT	OB4	2	5 0	374		HERON	
	A 0955	S1520	WORLD HIST 2	OB7	2	2 5	400		JOHNSON	
	A 0956	E1186	COMM WKSHP	E27	3	5 0	409		KANEWSKE	
	A 0957	S1535	SAFETY ED	OA1	2	2 5	418		KING	
	A 0958	E1011	ENG 2	OE3	4	5 0	445		KONNO	
	A 0959	C4531	PERS USE TYP	B21	3	5 0	539		MITCHELL	
	A 0960	Q3010	LIFE SCI A	C28	1	5 0	605		O CONNELL	
	A 0961	Q3205	BASIC PHYSICS	C28	1	5 0	605		O CONNELL	
	A 0962	J5056	QUILTING	OC3	1	5 0	814		THOMSON	
	A 0963	J5000	CREATVE CL 2	OC3	3	5 0	814		THOMSON	
	A 0964	M2040	BASIC MATH	OE7	5	5 0	398		JOHN	

62-D

SUBSTITUTE MAIL ORDER FORM

1000

62-E

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____ From ____ mo. ____ year

Address ____ To ____ mo. ____ year

Supervisor's Name & Title ____ Phone ____ Total ____ years ____ months

Your Title ____ Full Time ☐ Part Time ☐

Duties ____ Last Salary ____

Reason for leaving ____

Employer ____ From ____ mo. ____ year

Address ____ To ____ mo. ____ year

Supervisor's Name & Title ____ Phone ____ Total ____ years ____ months

Your Title ____ Full Time ☐ Part Time ☐

Duties ____ Last Salary ____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 63

OCCUPATIONAL TITLE: INSTITUTIONAL COOK

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: INSTITUTIONAL COOK

D.O.T. CODE: 315.381 (4th Ed.: 315.361-010)

ACE NUMBER: 63

CAREER LATTICE:

FIRST LEVEL: Cook's Helper

SECOND LEVEL: Cook

THIRD LEVEL: Head Cook

DOT's GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 3

SITE WHERE JOB CAN BE OBSERVED:

Ames Kitchen
Moffet Field
Mountain View, Ca.

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of Annual Jobs in San Mateo County: 64. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment secuirty applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements: Job application, interview.

JOB DESCRIPTION (D.O.T.): Prepares and cooks family-style meals for crews, work crews, or residents and employees of institutions: Cooks foodstuffs in quantities according to menu and number of persons to be served. Washes dishes. Bakes breads and pastry (BAKER (hotel & rest)). Cuts meat (BUTCHER, MEAT (hotel & rest.)). Plans menu taking advantage of foods in season and local availability. May serve meals. May order supplies and keep records and accounts. May supervise activities of one or more workers who assist in preparing and serving meals. May be designated according to work location as COOK, CAMP; COOK, INSTITUTION; COOK, RANCY II (agric.); COOK, SHIP II (water trans.). When packing lunches for logging crews is designated LUNCHMAN (logging).

THE ACADEMIC REQUIREMENTS FOR THE JOB OF INSTITUTIONAL COOK

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as an institutional cook.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. DeW., Generic Skills Handbook of Occupational Information, Training Research and Development Station and Development Station, Prince Albert, Saskatchewan, 1975.

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million and write its name in words.

1A.5 An INSTITUTIONAL COOK must be able to take inventory each month.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will correctly count the number of books on a given shelf.

1B.1 Prerequisite to 1B.5 Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is_____;
Find the sum of 8 and 5;
Add 8 and 5;

8 + 5 = _____;

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$

1B.2 Prerequisite to 1B.5 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 1B.5 Perform subtraction of whole numbers given instructions such as

8 minus 5 is_____?
Subtract 5 from 8;
Find the difference of 8 and 5;
8 - 5 = _____;

If you had 8 and gave away 5, you would have _____?

$$\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array}$$

1B.4 Prerequisite to 1B.5 Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 An INSTITUTIONAL COOK must be able to determine the total amount of supplies on hand at a given time as well as determine future needs.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will find the number of pounds of beef that need to be ordered for April if the menu for that month calls for 1,460 pounds; beef on hand amounts to 389 pounds, and 785 pounds of beef are on order.

KEY: 286 pounds.

1C.1 Prerequisite to 3E.5 Perform multiplication of whole numbers given instructions such as:

6 times 2 is_____;
Six two's are_____;
The product of 6 and 2 is_____;

6 x 2 =_____;

$$\begin{array}{r} 6 \\ \times 2, \end{array}$$

1C.2 An INSTITUTIONAL COOK must be able to keep track of supplies, including items which are stored in cases.

To accomplish this task, the student must be able to find the product of a giving pair of whole numbers of which one number is up to 5 digits and the other number up to three digits.

To demonstrate the ability to perform this task, the student will determine the number of individual items contained in each of the bulk containers below:

(a) 24 bottles/case
x37 cases

(b) 150 pounds/sack
x 17 sacks

(c) 144 packages/case
x 12 cases

KEY: (a) 888 bottles; (b) 2550 pounds; (c) 1728 packages.

1C.3 Prerequisite to 5B.2 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is _____;
2 into 6 goes _____ times;
The quotient of 6 divided by 2 is _____;

$6 \div 2 =$ _____;

$2\overline{)6}$ = _____

$\frac{6}{2}$ = _____

1C.4 Prerequisite to 5B.2 Find quotients of 1-5 digit dividends & 1-3 digit divisors including cases where there are remainders.

1C.5 Prerequisite to 5B.10 Solve routine word problems using multiplication and/or division of whole numbers.

1D.1 Prerequisite to 5B.2 Use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with whole numbers.

2A.1b AN INSTITUTIONAL COOK must be able to read recipes and understand how much of each ingredient must be used.

To accomplish this task, the student must be able to read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

To demonstrate the ability to perform this task, the student will draw a picture representing each of the fractions below (drawings need not be to scale- the concept is the thing being tested):

$\frac{1}{2}$ $\frac{2}{3}$ $\frac{7}{16}$ $\frac{1}{8}$ $\frac{3}{10}$

2A.2 Prerequisite to 8A.5 Reduce a fraction to its simplest form (lowest terms).

2A.3 Prerequisite to 8A.5 Change improper fractions to mixed numbers and mixed numbers to improper fractions.

2C.1 Prerequisite to 5D.4 Calculate the product in simplest form of:

a. a common fraction and a whole number;
b. two common fractions.

2C.2 Prerequisite to 5D.4 Calculate the product in simplest form of:
a. a mixed number and a whole number;
b. two mixed numbers.

2C.3 AN INSTITUTIONAL COOK must be able to increase or decrease the size of a basic recipe to accommodate more or less diners.

To accomplish this task, the student must be able to calculate the product in simplest form of two or three numbers which include at least one common fraction and one mixed number and/or one whole number.

To demonstrate the ability to perform this task, the student will determine the answers to the following problems:

a. 1 1/2 x 3 cups

b. 3/4 x 16 oz.

c. 2/3 x 4 1/8 pounds

d. 4/5 x 1 1/4 x 2 2/3

KEY: a. 4 1/2 cups; b. 12oz; c. 2/34 pounds, d. 2 2/3.

2C.4 Prerequisite to 5D.4 Calculate the quotient in simplest form of:

a. a common fraction divided by a whole number;
b. two common fractions;
c. a whole number divided by a common fraction.

2C.5 Prerequisite to 5D.4 Calculate the quotient in simplest form of:

a. a mixed number divided by a whole number and vice versa;
b. a mixed number divided by a common fraction and vice versa;
c. two mixed numbers.

2C.6 Prerequisite to 5D.4 Solve a routine word problem using multiplication and/or division of fractional and/or mixed numbers.

3A.1 Prerequisite to 6E.2 Read a given 1-4 place decimal fraction and write its name in words.

3B.1 An INSTITUTIONAL COOK must be able to do bookkeeping and payroll work.

To accomplish this task, the student must be able to calculate the sum of a set of decimal fractions.

To demonstrate the ability to perform this task, the student will solve the following problems:

a. 6.75 + 10.03

b. 887.75 + 13.67 + 10.21

c. 10,029.60 + 6,920.01 + 8,889.93

d. 100.16 + 76.4 + 6.729 =

KEY: a. 16.78; b. 911.63; c. 25,839.54; d. 183.289.

3B.2 An INSTITUTIONAL COOK must be able to do budgetary work:

To accomplish this task, the student must be able to calculate the difference of two decimal fractions.

To demonstrate the ability to perform this task, the student will solve the problems below:

a. 5.47 − 1.21

b. 10.23 − 4.08

c. 101 − 6.43

d. 10123.304 − 3652.17

KEY: a. 4.26, b. 6.15; c. 94.57; d. 6471.134

3B.3 Prerequisite to 5D.4 Solve a routine word problem using addition and/or subtraction of decimal fractions.

3C.1 Prerequisite to 3E.[illegible] Calculate the product of two decimal fractions when rounding off is (a) required, and (b) not required.

3C.3 Prerequisite to 4C.3 Calculate to a given number of decimal places; the quotient of a whole number divided into:

a. a whole number larger than the divisor;
b. a whole number smaller than the divisor;
c. a decimal fraction.

3C.4 Prerequisite to 4C.3 Calculate to a given number of decimal places, the quotient of a decimal fraction divided into:

a. a decimal fraction;
b. a whole number.

3E.2 Prerequisite to 22H.1 Write a value less than $10,000,000.00 and write or state its name in words.

3E.3 An INSTITUTIONAL COOK must be able to fill out purchase orders.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from $.01 to $9,999.99.

To demonstrate the ability to perform this task, the student will find the sums in the problems below:

a. $4.55 + 6.07

b. $84.37 + 29.93

c. $101.67 + 94.12 + 22.23

d. $1,874.12 + 1,049.00 + 876.41 + 712.03

KEY: a. $10.62; b. $114.20; c. $218.02; d. $4511.56.

3E.4 An INSTITUTIONAL COOK must be able to keep budgets current.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to $10,000,00.

To demonstrate the ability to perform this task, the student will determine the answers for the following subtraction problems:

a. $12.50 - 7.00

b. $37.50 - 18.69

c. $100.07 - 64.12

d. $1,487.89 - 412.98

KEY: a. $5.50; b. $18.81; c. $35.95; d. $1074.91.

3E.5 An INSTITUTIONAL COOK must be able to order bulk quantities of food and supplies.

To accomplish this task, the student must be able to calculate the total cost of up to 25 items of equal value.

To demonstrate the ability to perform this task, the student will find the products below:

a. $67/case x14 cases

b. $127.49/box x 23 boxes

c. $6.98 x 17 = ____.

d. $2.99 x 21 = ____.

KEY: a. $938; b. $2932.27; c. $118.66; d. $62.79.

3F.1 Prerequisite to 5D.4 Use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with decimal fractions.

4A.2 Prerequisite to 4C.3 Identify the percent symbol (%) by writing in words a given percentage.

4B.1 Prerequisite to 5B.10 Calculate a percent of a number of the following types:

5% of 170 = ____;
5.7% of 170 = ____;
4.7% of 17.43 = ____.

4B.3 Prerequisite to 4C.3 Calculate percent problems like determining a number when a percent of it is known such as:

5% of ____ = 60;
5.5% of ____ = 60;
5.5% of ____ = 60.5.

4C.3 An INSTITUTIONAL COOK must be able to determine the selling price of meals.

To accomplish this task, the student must be able to solve a routine word problem involving the calculation of the base.

To demonstrate the ability to perform this task, the student will solve the following word problem:

The customer's cost for a meal is determined by taking the purchase price of the food to the cafeteria as 40% of the selling price. If the actual cost is $16.84 per serving, at what price should that portion be sold?

5B.1 Prerequisite to 5B.2 Determine the average of a group of numbers.

5B.2 An INSTITUTIONAL COOK must be able to determine the average expense per month as well as project costs for future food orders based on past expenses.

To accomplish this task, the student must be able to solve a practical problem involving the calculation of the average of a group of numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

A cook is trying to figure out how many pounds of beef will be needed for the last three months of this year. If the monthly amounts for the first 9 months have been: 480; 870; 1,412; 923; 1,072; 614,; 229; 812; 1,622; determine the need for the last three months based on the average monthly need.

KEY: 2678 pounds.

5B.9 Prerequisite to 5B.10 Write a mathematical expression relating the facts in a given problem and then simplify that expression.

5B.10 An INSTITUTIONAL COOK must be able to perform a variety of mathematical functions dealing with payroll, wage deductions, etc.

To accomplish this task, the student must be able to, given word problems appropriate to a selected occupation, be able to: Select arithmetic functions to be performed; the order in which they are to be done; and obtain the required solution.

To demonstrate the ability to perform this task, the student will determine the net pay of an employee whose gross pay is $180 per week and who has deductions of 3.7% for disability insurance, 11% for withholding tax and 8.5% for F.I.C.A.

KEY: $138.24.

5C.1 Prerequisite to 5D.4 Identify comparisons of two numbers in forms such as a:b, "a is to b", or "a parts to b parts", as ratios.

5C.2 Prerequisite to 5D.4 State or write in simplest form (lowest terms) a ratio of two numbers or items in the form:

a. a:b; b. $\frac{a}{b}$.

5C.3 Prerequisite to 5D.4 Write a ratio, given a description of two numbers or items, one of which must be determined by addition or subtraction of the numbers in a given ratio.

5D.1 Prerequisite to 5D.4 Identify an equality of two ratios in the form of: a:b = c:d, $\frac{a}{b} = \frac{c}{d}$, "a is to b as c is to d", or "a parts to b parts is the same as c parts to d parts", etc., as a proportion.

5D.2 Prerequisite to 5D.4 Calculate the unknown number given three numbers in a proportion.

5D.4 An INSTITUTIONAL COOK must be able to determine quantities of food needed for expanding or decreasing recipe sizes.

To accomplish this task, the student must be able to solve a routine word problem which involves a ratio, using the proportion required.

To demonstrate the ability to perform this task, the student will find the needed amounts of each ingredient below given that the chuck is to be increased in the ratio of 2:3.

6 eggs
4 cups rolled oats
1/2 pound cheddar cheese
1 1/2 cups milk
6 pounds ground chuck
1 teaspoon oregano
1/2 teaspoon salt

KEY: 9 eggs; 2 1/4 cups milk; 3/4 tsp. salt; 6 cups rolled oats; 9 pounds ground chuck; 3/4 pound cheddar cheese; 1 1/2 tsp. oregano.

6D.3 An INSTITUTIONAL COOK must be able to measure out ingredients while cooking.

To accomplish this task, the student must be able to measure liquid content or capacity of a container to within 1 unit of the scale on the measuring instrument.

To demonstrate the ability to perform this task, the student will fill a graduated container with at least two different amounts of liquid as specified by the instructor.

6E.2 An INSTITUTIONAL COOK must be able to weigh out portions of meat for cooking and serving.

To accomplish this task, the student must be able to weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.

To demonstrate the ability to perform this task, the student will weigh several common objects on a scale accurate to within one unit on the graduated scale.

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 An INSTITUTIONAL COOK must be able to read thermostats on ovens and broilers.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.

b. to a given precision when the scale is marked off in multiples of a whole number with or without sudivisions.

c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.

d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will read the graduated scale below and write down the readings indicated by the letters:

Substitute

a scale marked off in units.

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

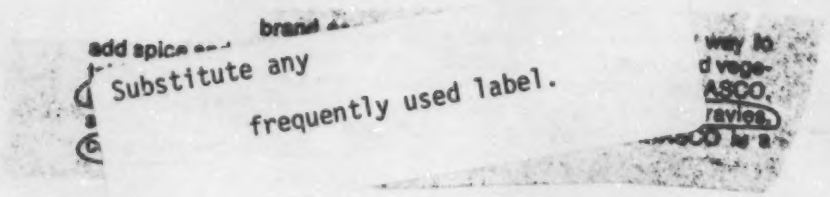
13A.2 Prerequisite to 26A.1 Given the letters of the alphabet in manuscript form and in random order, read each letter correctly in the proper alphabetical order.

15A.1 Prerequisite to 15A.2 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch list).

15A.2 An INSTITUTIONAL COOK must be able to use a variety of food products.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in cooking.

To demonstrate the ability to perform this task, the student will read aloud the words circled below and briefly explain their meanings to the instructor:



15A.3 An INSTITUTIONAL COOK must be able to converse with wholesalers over the telephone and be able to give directions and information to co-workers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will read aloud each word on the left and then correctly match it with the proper definition on the right:

A. granulated	1. food additive used to impart or maintain desired texture or thickness in food.
B. condiments	2. flowing matter of flour, milk, eggs, etc., for making cakes, pancakes, etc.
C. ingredients	3. seasonings or relishes.
D. cutlery	4. formal dinner, usually with speeches.
E. puree	5. cutting instruments such as knives and scissors used to prepare food.
F. batter	6. formed into grains or granules.
G. gelatin	7. detailed list of foods served at a meal.
H. vanilla	
I. emulsifier	
J. sanitation	
K. menu	
L. banquet	
M. cafeteria	

KEY: A-6; B-3; C-9; D-5; E-11; F-2; G-8; H-10; I-1; J-12; K-7; L-4; M-13.

8. tasteless, odorless substance extracted by boiling bones, etc., which dissolve in hot water, forming a jelly-like substance when cool.
9. any of the items used to make a food dish.
10. flavoring made from the vanilla bean or synthetically.
11. food prepared by putting cooked vegetables, fruits, etc., through a sieve or blender.
12. art of keeping an area healthful and hygienic.
13. restaurant in which food is displayed on counters and patrons serve themselves.

15B.1 An INSTITUTIONAL COOK must be able to work safely and efficiently.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs, etc.)

To demonstrate the ability to perform this task, the student will read aloud the signs below and briefly explain their meanings:

16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 An INSTITUTIONAL COOK must be able to verify purchase orders against the actual items shipped.

To accomplish this task, the student, when given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, must be able to answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will examine exhibit 63-A and answer the following questions:

a. What is the order number?
b. What is the total payment due?
c. What is the name of the person who bought these items?
d. How many bags of flour were ordered?

KEY: a. 105762; b. $354.57; c. Pierre Cornelile; d. 6 bags.

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

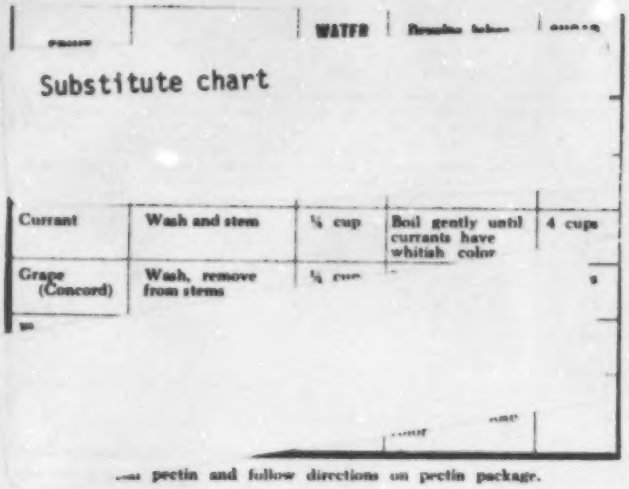
16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 An INSTITUTIONAL COOK must be able to read menus and compute printouts of quantities of food used per week.

To accomplish this task, the student, when given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), must be able to answer factual questions based on the data supplied.

To demonstrate the ability to perform this task, the student will examine the chart below and answer the following questions:

a. How should raspberries be prepared?
b. How many cups of water should be added to one quart of plums?
c. How many cups of sugar are needed for two quarts of currants?
d. Which item requires added pectin?



Substitute chart

Currant	Wash and stem	¼ cup	Boil gently until currants have whitish color	4 cups
Grape (Concord)	Wash, remove from stems	¼ cup		4

pectin and follow directions on pectin package.

KEY: a. wash and steam; b. 1/4 cup; c. 8 cups; d. strawberries.

16C.1 An INSTITUTIONAL COOK must be able to understand directives and new policies from supervisors.

To accomplish this task, the student, when given notes, letters or memos, must be able to identify:

a. the author;
b. the recipient;
c. the activities required of the recipient.

To demonstrate the ability to perform this task, the student will read the memo below and answer the following questions:

a. Who is the message directed to?
b. Who sent the memo?
c. What chemical has been banned?
d. Why has this additive been banned?

1018

TO ALL FOOD PURCHASERS **DATE** August 10, 1980

FROM Sam Weekley, Manager

SUBJECT Nonnutritive Sweetners

The federal government today repealed the law passed in 1978 to ban the use of sodium saccharine and its derivatives. Sassafrassium, the nonnutritive sweetner that has been used to replace sodium saccharine, has been found to be detrimental to the health of small children and babies. It has been withdrawn from the FDA list of safe food additives.

Effective immediately, no food containing sassafrassium will be served. Sugar will be used wheneven a sweetner is required until sufficient supplies of sodium saccharine have been acquired for our use.

All foods containing sassafrassium will immediately be stored pending transfer to the government.

Key: a. All food purchasers; b. Sam Weekley, Manager; c. Sassafrassium; d. Detrimental to the health of small children and babies.

17A.5 An INSTITUTIONAL COOK must be able to read recipes to determine the amount of food needed, time needed to prepare, etc.

To accomplish this task, the student must be able to answer "what," "who," "when, " and "where" questions using factual information from an article.

SPAGHETTI SAUCE

1 lb ground chuck
1 bunch green onions (or 1/2 medium brown onion chopped
1-2 cloves garlic
4 cups tomato sauce
Olive oil - enough to coat bottom of pan
4-5 dried mushrooms, soaked
4-5 fresh mushrooms, sliced
1/4 t dried rosemary,crushed
1/4 t dried basil
1/4 t dried oregano
a few grains cinnamon

Lightly brown ground chuck and onion together in oil-coated pan. Press garlic through press into meat and onion mixture. Add tomato sauce and simmer. Add chopped and sliced mushrooms. Add rosemary, basil, and oregano, and a few grains (only) of cinnamon. Cover sauce and simmer for about 1 hour, stirring occasionally.

To demonstrate the ability to perform this task, the student will read the recipe below and answer the following questions:

1. What kind of meat is used in the sauce?
2. What types of mushrooms are used and how are they prepared?
3. How much tomato sauce is called for?
4. How is the sauce cooked and for how long?

Key: 1. ground chuck; 2. dried(soaked), fresh(sliced); 3. 4 cups; 4. simmered, 1 hour.

18B.2 An INSTITUTIONAL COOK must be able to read government bulletins concerning food additives, new discoveries in the food field, etc.

To accomplish this task, the student must be able to answer questions which require a generalized interpretation of facts.

To demonstrate the ability to perform this task, the student will read the passage below and answer the following questions based on the information contained therein:

The enrichment of bread and corn meal is also believed to be an important factor in virtually eliminating pellagra in the southern states of the U.S. Authorities estimate that the enrichment of cereal products, other than breakfast cereals, provides 13 percent of the iron, 20 percent of the thiamine and 9 percent of the riboflavin in U.S. diets. Effective 1974, the Food and Drug Administration further increased the level of enrichment of bread and flour and defined criteria with respect to the availability of iron for assimilation by the body.

Evidence of the value of enrichment was shown dramatically in Bataan in the 1940s. The Bataan peninsula is divided by a mountain range which prevents direct contact of people on either side. In 1948, under the supervision of the Philippine Government and the U.S. Public Health Service, some 90,000 people on one side of the peninsula were fed enriched rice containing added thiamine, niacin and iron. The people on the other side continued their usual diet. At the end of two years, there was almost complete elimination of beriberi in the area receiving enriched rice; infant mortality was reduced 75 percent, and people with serious anemia returned to normal. Other noticeable improvements in health conditions on Bataan also occurred as a direct result of the experiment in rice enrichment. Needless to say, enrichment was made available to the entire population of Bataan when the dramatic results of the experiments were observed.

a. What does "enriched" mean?
b. Would it be more healthy to use enriched or unenriched cereals?

KEY: a. added nutrients and vitamins - i.e., iron, thiamine, etc.; b. enriched.

20A.1 Prerequisite to 26A.1 Given the letters of the alphabet in manuscript form and random order, write or print the letters in correct order.

21A.3 Prerequisite to 22B.2 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

21A.8 Prerequisite to 22H.1 Given a list of names and addresses, write items using proper capitalization and punctuation.

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 An INSTITUTIONAL COOK must be able to apply for a job.

To accomplish this task, the student must be able to complete a simple application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will correctly and neatly fill out exhibit 63-B.

22H.1 An INSTITUTIONAL COOK must be able to order food and other supplies.

To accomplish this task, the student must be able to correctly fill out the appropriate portions of a form when given a typical business form, purchase order, job order, sales slip, and necessary data in words and figures.

To demonstrate the ability to perform this task, the student will complete exhibit 63-C with the following information:

Vendor: William Wycherly Wholesaler
1476 Armada Place
London, Wisconsin 67432

P.O. # 1067921
Date of P.O. 9/9/79
Required by 10/10/79
Ship by Parcel Post
Attention of Gotthold Leasing

150 Tom Turkeys at $12.00 ea.
600 lbs. of yams in 15 40# bags ($50)
75 gal. of milk at $3.50 per 5-gal. container
Use local sales tax when figuring the total bill.

25C.6 An INSTITUTIONAL COOK must be able to order food, book parties, and call maintenance people.

To accomplish this task, the student must be able to practice, using inter-office or simulated phones, making and receiving a variety of local and long distance telephone calls.

To demonstrate the ability to perform this task, the student will use the intercom phones to determine the following information by questioning the instructor about exhibit 63-A.

a. the amount of soup ordered;
b. the net price (before taxes);
c. the address where the order is to be shipped.

26A.1 An INSTITUTIONAL COOK must be able to sort vouchers for expenditures and receipts.

To accomplish this task, the student must be able to sort data by given classification criteria. (e.g., alphabetical order.) The data can be in the forms of lists, numbers, words or on forms such as issue and receipt vouchers.

To demonstrate the ability to perform this task, the student will write the following names in alphabetical order (by last names) on a separate sheet of paper:

Ellen Terry	Sarah Bernhardt
Sir Henry Irving	Eleanora Duse
Edwin Booth	Katherine Cornell
Sir Lawrence Olivier	Luigi Pirandello
Dame Judith Anderson	Berthold Brecht

1022

63-A

INVOICE

DATE 7/17/78

YOUR ORDER NO. 105762

TERMS: NET CASH

SOLD TO:
Pierre Corneille
1875 Rue de la Pais
Paris, Indiana
23433

SHIP TO:
Jean Racine
1442 Phaedra Avenue
Joliet, Michigan
25411

QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT
75 cases	24 Count/case	Peabodies Turnip Soup, 12-oz can	$4.40/case	$330.00
12 pounds	2 lbs/bag	Enriched white flour	$.75/bag	$ 4.50
				$334.50
			Tax	20.07
			TOTAL	$354.57

PLEASE PAY THIS AMOUNT
NO STATEMENT WILL BE RENDERED

INVOICE

5992

CREDIT TO: WILLIAM CONGREVE, INC.

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63-B

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code)

3. TELEPHONES
Home
Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer
Address
Supervisor's Name & Title ____ Phone
Your Title
Duties

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary
Reason for leaving

Employer
Address
Supervisor's Name & Title ____ Phone
Your Title
Duties

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

1024

REQUISITION

63-C.

No.

TO:

(RECOMMENDED VENDOR)

(ADDRESS)

(CITY)

SHIP TO:

- [ ] 33 Main St., Redwood City, Ca.
- [ ] 5 Tower Rd., San Mateo, Ca.
- [ ] 60 Middle Ave., Menlo Park, Ca.
- [ ] 280 Commodore Dr. W., San Bruno, Ca.
- [x] 845 Bellins Rd., Burlingame, Ca.
- [ ] 401 Curtis St., San Mateo, Ca.
- [ ] 290 Commodore Dr. W., San Bruno, Ca.

P.O. NO.	CONFIRM P.O.	CONFIRMING TO	WHEN REQUIRED	SHIP VIA	ATTENTION OF:

Description	Quantity	Unit	Unit Price	Discount	Amount
				TOTAL	

INSTRUCTIONS:

1. Type or [illegible] requirements.
2. Confirm to one vendor.
3. Attach all written estimates or notations on oral estimates.
4. Forward first two copies (yellow and pink) to your Division Head for approval. Retain third copy (white) for follow-up.
5. Route to Purchasing Department.
6. Items costing over $1,000 must go to bid. Consult Purchasing Department.

CERTIFICATION:

Certification is hereby made that the articles or services specified on this requisition are necessary for the work and transaction of business in this department. This requisition is made subject to approval as to sufficiency of funds.

Requisitioned By: Louis Iacmone Date: 9/3 19 77

Approved: Edward Porter (DIVISION HEAD) Date: 9/5 19 77

Reviewed By: Johann W. von Goethe (PURCHASING DEPT.) Date: 9/6 19 77

Approved: Edmund Keane (ACCOUNTING DEPT.) Date: 9/6 19 77

ACCOUNTING INFORMATION:

Department: CAFETERIA

BUDGET CLASS

FUND	LEVEL	SOURCE LOC.	PROG DEPT	MAJOR	MINOR	AMOUNT ENCUMBERED
060	2R	HX	107	MN	MR	107-65-104
						$

87

A.C.E. COMPETENCY BASED JOB DESCRIPTION
OFFICE CORE JOB DESCRIPTION

64 65 69 71 77

OFFICE CORE JOB DESCRIPTION

The Office Core Job Description lists those math and communication skills which are common to the following competency based job descriptions:

Clerk Typist 64

Typist I 65

Receptionist 69

Clerk, General Office 71

Secretary 77

A complete listing of the skills necessary for these occupations may be found in this core and the job descriptions for the particular job.

1A.1 Prerequisite to 1A.3 Given a series of numbers in numeral form (e.g., 10, 20, 30), be able to copy series in hand-written form with 100% accuracy.

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to 7 digits.

1A.3 Most office workers must be able to write figures onto records and when addressing mail.

To accomplish this task, the student must be able to read and write whole numbers.

To demonstrate the ability to perform this task, the student will accurately read and write the following numbers as words:

187, 26, 54, 1003.

1A.5 Most office workers must be able to keep track of supplies needed and used.

To accomplish this task, the student must be able to count those supplies.

To demonstrate the ability to perform this task, the student will count a stack of papers and write the number.

1B.3 Most office workers must be able to type a variety of documents in a neat, orderly manner using the proper margins and center.

To accomplish this task, the student must be able to subtract strokes or lines in order to find the correct center and margins.

To demonstrate the ability to perform this task, the student will determine that if the center point is fifteen strokes from the left-hand margin, then a twelve stroke title should begin nine strokes from the margin.

1B.5 Prerequisite to 3E.6 Solve a routine word problem using subtraction and/or addition of whole numbers.

1C.5 Prerequisite to 3E.6 Solve routine word problems using multiplication and/or division of whole numbers.

3C.3 Prerequisite to 3E.6 Calculate to a given number of decimal places, the quotient of a whole number divided into:

a. a whole number larger than the divisor,
b. a whole number smaller than the divisor,
c. a decimal fraction.

3C.5 Prerequisite to 3E.6 State or write the quotient of a number divided by a power of 10 between .001 and 1,000, without written calculation.

3E.3 Prerequisite to 3E.6 Add columns of dollars and cents values including amounts from $.01 to $9,999.99.

3E.4 Prerequisite to 3E.6 Subtract one amount of money from another with values up to $10,000.00.

3E.5 Prerequisite to 3E.6 Calculate the total cost of up to 25 items of equal value.

3E.6 Most office workers must be able to verify data in totals.

To accomplish this task, the student must be able to perform a variety of simple functions involving whole numbers and dollars and cents.

To demonstrate the ability to perform this task, the student will determine that twenty-five books at $3.00 each equals $75.00 total cost.

6G.1 Prerequisite to 6G.7 Add and subtract 12-hour clock times including cases where borrowing is required.

6G.2 Prerequisite to 6G.7 Measure the actual duration of time expended to perform routine functions, correct within 5% of actual time.

6G.7 Most office workers must be able to keep an account of time for purposes of scheduling appointments and for personal purposes such as time on breaks.

To accomplish this task, the student must be able to estimate time expended on routine functions.

To demonstrate the ability to perform this task, the student will estimate the time it takes to travel to the ACE Project office from the student's home.

7A.1 Most office workers must be able to use a variety of office machines in order to simplify more complex tasks, such as calculating large amounts.

To accomplish this task, the student must be able to use a calculator in solving the core arithmetic functions.

To demonstrate the ability to perform this task, the student will use a calculator to determine that the following are correct:

336 - 24 = 14,
15 x 336 - 24 = 210,
15 x 69 = 1035,
987 + 896 = 1883,
1024 - 765 = 259.

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

14E.1 Most office workers must be able to perform a variety of typing and written work.

To accomplish this task, the student must be able to spell at a level sufficient to carry out those duties with a minimum of delay.

To demonstrate the ability to perform this task, the student will be capable of spelling words whose difficulty is comparable to those in 15A.3

15A.2 Prerequisite to 15A.3 Read words from the labels of frequently used products or of products used in a given occupation.

15A.3 Most office workers must be able to use the vocabulary found on office forms and used in office procedure.

To accomplish this task, the student must be familiar with office vocabulary.

To demonstrate the ability to perform this task, the student will match the following with 90% accuracy.

A. carbon copy	1. a formal written request for something.
B. Xerox	2. to test the accuracy of
C. requisitions	3. a duplicate made by using carbon paper
D. dictaphone	4. a copy machine
E. rough draft	5. a paint used to cover typing errors
F. duplicate	6. an informal written communication
G. verify	7. information
H. memorandum	8. a thin sheet of paper or metal so constructed that the patterns mark on the surface below when the design is traced
I. data	
J. mimeograph	
K. liquid paper	9. not finished or perfected
L. stencil	10. machine which will make a copy from a stencil
	11. a tape recorder used to take down notes and type from notes
	12. makes a copy of

KEY: a-3, b-4, c-1, d-11, e-9, f-12, g-2, h-6, i-7, j-10, k-5, l-8.

16A.1 Most office workers must be able to fill in forms from a rough draft or corrected copy.

To accomplish this task, the student must be able to identify a form as having blank spaces for recording needed information.

To demonstrate the ability to perform this task, the student will refer to 64-A and determine that the application for examination has blank spaces for recording work experience.

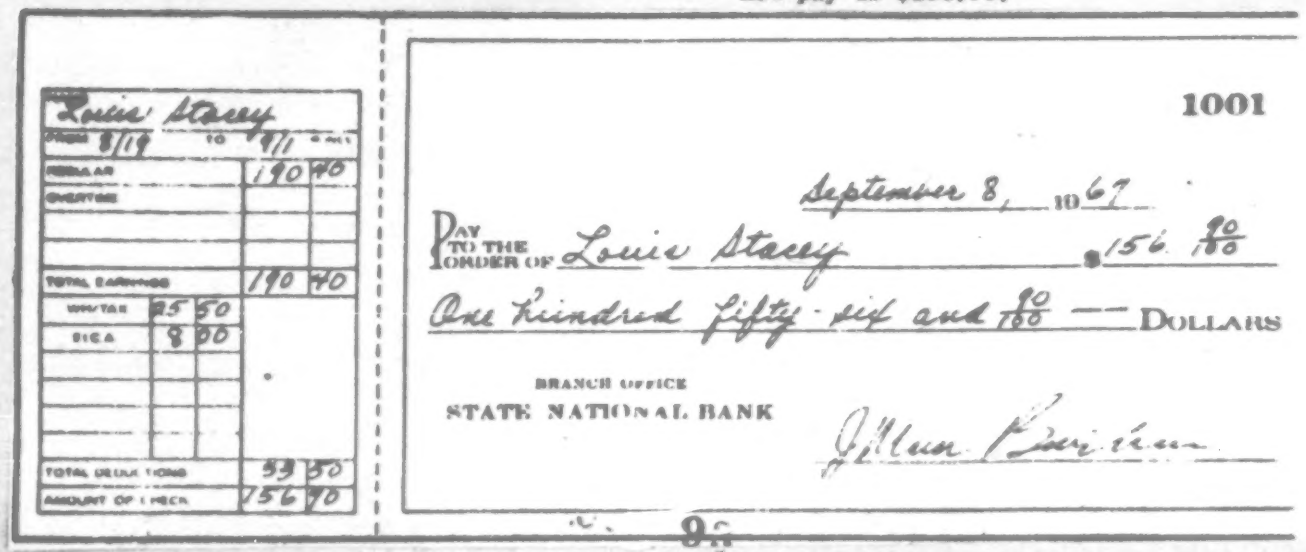
16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 Most office workers must be able to read a paycheck and other business forms.

To accomplish this task, the student must be able to answer factual questions about data on forms.

To demonstrate the ability to perform this task, the student will refer to the paycheck below and determine from the check stub that the gross pay is $190.40, the withholding is $25.50, the Social Security tax is $8.00 and the net pay is $156.90.



Louis Stacey

PERIOD 8/19 TO 9/1

REGULAR		190	40
OVERTIME			
TOTAL EARNINGS		190	40
WITHTAX	25	50	
FICA	8	00	
TOTAL DEDUCTIONS		33	50
AMOUNT OF CHECK		156	90

1001

September 8, 1067

PAY TO THE ORDER OF Louis Stacey $156 90/100

One hundred fifty-six and 90/100 — DOLLARS

BRANCH OFFICE
STATE NATIONAL BANK

William Bowman

16B.3 Prerequisite to 16D.4 Given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.

16D.1 Prerequisite to 16D.5 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisite to 16D.5 Identify the particular kind of information or directions included in a given manual, using the title, table of contents and/or index as guide.

16D.3 Prerequisite to 16D.5 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.

16D.4 An office worker may be asked to order any supplies used in the office.

To accomplish this task, the student must be able to read and obtain information such as prices and order numbers from office supplies catalogs.

To demonstrate the ability to perform this task, the student will locate an eye pad in 64-B and determine that the order number tab is 45-4525.

16D.5 Most office workers must be able to make minor repairs, adjustments or replacements on office machines, such as replacing typewriter ribbons or duplication machine paper.

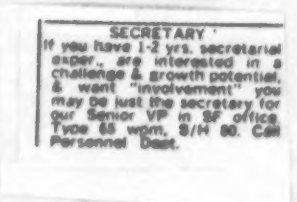
To accomplish this task, the student must be able to consult the appropriate manuals for instructions on procedure.

To demonstrate the ability to perform this task, the student will refer to the manual entitled, "Operating Instructions for the IBM Correcting Selectric and Selectric II Typewriter" when presented with a variety of manuals and asked to find the appropriate one containing instructions for changing a typewriter ribbon. Student will then state, in his own words, the proper procedure to follow.

16E.1 Prerequisite to 16E.2 Given a local newspaper, locate and identify orally the various sections using the table of contents, page numbers, and section headings.

16E.2 An office worker must be able to use a variety of methods when searching for employment.

To accomplish this task, the student must be able to use the classified want ads from a newspaper as a source of leads and salary information.


SECRETARY
If you have 1-2 yrs. secretarial exper., are interested in a challenge & growth potential, & want "involvement" you may be just the secretary for our Senior VP in SF office. Type 65 wpm, S/H 80. Call Personnel Dept.

To demonstrate the ability to perform this task, the student will read the following ad and answer when asked:

(1) how much experience,
(2) what level of typing,
(3) what level of shorthand,
is required for the job?

KEY: 1) 1-2 years, 2) 65 words per minute, 3) 80 words per minute.

17A.1 Prerequisite to 17A.3 Select appropriate titles for paragraphs, given a list of titles.

17A.3 Most office workers must be able to read written instructions and explanations of procedures.

To accomplish this task, the student must be able to read and understand the main idea of a paragraph.

The width of the paper is the basis for determining the horizontal centering point on a typewriter. To determine the centering point, then, simply multiply the inches across the page by the number of spaces to an inch and divide by 2. A pica-type machine has 10 space to a horizontal inch; an elite-type machine has 12 spaces to a horizontal inch. For example, if the paper guide is set at 0, the horizontal centering point for paper 8½ inches wide would be 42 on a typewriter with pica type and 50 on a typewriter with elite type.

To demonstrate the ability to perform this task, the student will read the following paragraph and determine that the main idea is how to determine the centering point on a typewriter.

17A.5 Most office workers must be able to read complete sentences and derive accurate information.

To accomplish this task, the student must be able to read an article and answer who, what, where, and when questions.

Love Kills An Elephant

Pisa, Italy

Sandra, the circus elephant, died yesterday, apparently of a broken heart because her keeper left her, circus officials said.

The elephant, aged 24, had refused food since Harmut Chone left recently to marry and return home to West Germany.

To demonstrate the ability to perform this task, the student will read the following article and determine:

who - Sandra, the elephant
what - died
where - Pisa, Italy
when - Yesterday
why - broken heart

19A.8 Prerequisite to 25J.4 Identify several important ideas contained in a speech.

20A.1 Prerequisite to 26A.1 Given the letters of the alphabet in manuscript form and random order, write or print the letters in correct order.

21A.2 Prerequisite to 21A.3 Given dates of the year, locate dates on a current calendar.

21A.3 Most office workers must be able to record dates on numerous records and files.

To accomplish this task, the student must be able to correctly punctuate and capitalize complete dates.

To demonstrate the ability to perform this task, the student will correctly punctuate dates such as 28 may '77 as May 28, 1977.

21A.5 Prerequisite to 22D.1 Given times of the day, be able to write time:

a. 8:00
b. eight o'clock
c. 8 o'clock

21A.6 Prerequisite to 22D.1 Explain and use correctly the abbreviations A.M. and P.M.

21A.7 Prerequisite to 22D.1 Explain and use correctly such expressions as: quarter to; half past; quarter of; quarter past.

21A.8 Prerequisite to 22D.1 Given a list of names and addresses, write items using proper capitalization and punctuation.

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 Most office workers must be able to fill out a variety of forms, including an application for employment.

To accomplish this task, the student must be able to supply the necessary data in clear and concise phrases or sentences.

To demonstrate the ability to perform this task, the student will complete 64-C in a legible manner.

22D.1 Most office workers must be able to answer telephone calls and take messages or short notes.

To accomplish this task, the student must be able to write clear and concise notes including information such as who, when, where, what, why and how.

To demonstrate the ability to perform this task the student will role-play a telephone conversation similar to:

"Hello, this is Dr. Pepper and I'd like to speak to J. Doe about my '56 Edsel. Can I make an appointment for this coming Wednesday afternoon around three?"

The student will write a memo containing the following:

who - Dr. Pepper
what - appointment with J. Doe
when - date of next Wednesday
3 P.M.
why - concerning 1956 Edsel.

22H.1 Most office workers must be able to requisition supplies and equipment.

To accomplish this task, the student must be able to fill out a form with data from an outside source.

To demonstrate the ability to perform this task, the student will accurately place the following information on form 64-D

a. Name of company - John's Meat Market
b. Ship to Curtis Street address
c. Purchase order date - May 11, 1976
d. Ship by Greyhound
e. Requisitioned by John Smith

23B.4 Most office workers must be able to send out office correspondence through the mail.

To accomplish this task, the student must be able to correctly address an envelope with proper format and punctuation.

To demonstrate the ability to perform this task, the student will take the following information and organize it into the proper mailing structure on an envelope:

from - ACE Project, 609 Price, Redwood City, Zip Code 94063
to - County Office of Education 333 Main Street, Redwood City, 94063.

25J.2 Prerequisite to 25J.4 Paraphrase to confirm own understanding of given information or directions.

25J.3 Prerequisite to 25J.4 Ask focused questions to clarify specific task directions.

25J.4 Most office workers must be able to take directions from supervisors.

To accomplish this task, the student must be able to clearly understand and recall given instructions.

To demonstrate the ability to perform this task, the student will listen to the instructor.give directions for tying shoes, paraphrase the instructor's directions into a tape recorder and then replay the tape and correctly tie a shoe by using the directions.

26A.1 Most office workers must be able to file data and records or route mail and notes.

To accomplish this task, the student must be able to sort such items by given classification criteria (e.g., alphabetical order).

To demonstrate the ability to perform this task, the student will arrange fifty address cards alphabetically by last name and then by city.

CALIFORNIA STATE PERSONNEL BOARD

APPLICATION FOR EXAMINATION

PLEASE PRINT OR TYPE

64 A

OPPORTUNITY EMPLOYMENT

1. ENTER BELOW THE EXACT TITLES OF THE EXAMINATIONS IN PROCESS FOR WHICH YOU ARE APPLYING AND CHECK OPEN, PROMOTIONAL OR BOTH. LIST ONLY ONE TITLE ON THIS APPLICATION UNLESS OTHERWISE STATED ON THE EXAMINATION ANNOUNCEMENT

	OPEN	PROM

DO NOT WRITE IN THIS SPACE

BIRTH DATE (mo day/yr) | SOCIAL SECURITY NUMBER

NAME (LAST) (FIRST) (MIDDLE)

ADDRESS (NUMBER) (STREET)

(CITY) (COUNTY) (STATE) (ZIP CODE)

BUSINESS PHONE AREA CODE ( ) HOME PHONE AREA CODE ( )

2. FOR ALL APPLICANTS

ENTER LOCATION (CITY, OR CODE NUMBER) FOR THE ONE LOCATION AT WHICH YOU PREFER TO TAKE THE EXAMINATION

INDICATE THE LOCATION WHERE YOU WOULD PREFER TO BE INTERVIEWED IF A QUALIFICATIONS APPRAISAL PANEL INTERVIEW IS A PART OF THE EXAMINATION — SAC ☐ LA ☐ SF ☐

PLEASE INDICATE IF YOU HAVE A PHYSICAL HANDICAP WHICH YOU BELIEVE REQUIRES SPECIAL TESTING ARRANGEMENTS. IF YES, PLEASE ATTACH VERIFICATION — ☐ YES ☐ NO

IF YOUR RELIGIOUS CONVICTIONS OR PRACTICES PREVENT SATURDAY TESTING PLEASE ATTACH THE VERIFICATION

2A. I SPEAK FLUENTLY
☐ CHINESE CANTONESE DIALECT ☐ SPANISH ☐ OTHER

DO NOT WRITE IN THIS SPACE

CLASSES	II	III	IV	V	VI	VII	VIII	IX	X

FLAGS — — — PROFICIENCY

P S — — — — — —

W W — — —

3. FOR TYPING OR STENOGRAPHIC APPLICANTS ONLY

A. I CERTIFY THAT I CAN TYPE AT A SPEED OF
☐ 40 ☐ 45 ☐ 50 ☐ 65 WORDS PER MINUTE OR MORE

I HAVE A STATE OF CALIFORNIA SHORTHAND CERTIFICATE FOR (CHECK LEVEL) ☐ STENO ☐ SR ☐ LEGAL ☐ SR LEGAL

4. FOR PROMOTIONAL APPLICANTS ONLY

ARE YOU NOW EMPLOYED BY THE STATE OF CALIFORNIA?

A. ☐ YES DEPARTMENT:
DIVISION:
CLASSIFICATION:

☐ RULE 235—ELIGIBILITY—DEPARTMENT

☐ CHECK HERE IF YOUR ELIGIBILITY IS BASED ON STATUS PRIOR TO AN EXEMPT POSITION

B. NO MY ELIGIBILITY FOR EXAMINATION IS BASED ON:
☐ REEMPLOYMENT LIST ELIGIBILITY ☐ OTHER (DESCRIBE IN #8)

8.

FOR ALL APPLICANTS

5. HAVE YOU USED ANOTHER NAME IN WORKING FOR THE STATE OF CALIFORNIA, OR IN MAKING APPLICATIONS WITHIN THE LAST FIVE YEARS? IF YES, GIVE DETAILS IN #8. — YES ☐ NO ☐

6. WERE YOU EVER DISCHARGED, REJECTED DURING PROBATION, OR HAVE YOU RESIGNED UNDER PRESSURE OR UNFAVORABLE CIRCUMSTANCES FROM ANY EMPLOYMENT? IF YES, GIVE DETAILS IN #8 — YES ☐ NO ☐

6A. INDIVIDUALS DISMISSED FROM CALIFORNIA STATE EMPLOYMENT BY PUNITIVE ACTION OR DISCIPLINARY PROCEEDINGS MUST OBTAIN THE CONSENT OF THE STATE PERSONNEL BOARD BEFORE TAKING A CIVIL SERVICE EXAMINATION.

7. *A. HAVE YOU EVER BEEN CONVICTED BY ANY COURT OF AN OFFENSE? — YES ☐ NO ☐

YOU MAY OMIT:
1. TRAFFIC VIOLATIONS FOR WHICH THE FINE IMPOSED WAS $30 OR LESS
2. ANY OFFENSE WHICH WAS FINALLY ADJUDICATED IN A JUVENILE COURT OR UNDER A YOUTH OFFENDER LAW
3. ANY INCIDENT THAT HAS BEEN SEALED UNDER WELFARE AND INSTITUTIONS CODE SECTION 781 OR PENAL CODE SECTION 1203.45

100

B. HAS YOUR DRIVER'S LICENSE EVER BEEN SUSPENDED OR REVOKED? ☐ ☐

* IF YOUR ANSWER TO (A) OR (B) IS YES, LIST ALL OFFENSES IN ITEM #8 GIVING DATE, LOCATION, NATURE AND DISPOSITION FOR EACH.

C. ENTER YOUR DRIVER'S LICENSE NUMBER

8. CERTIFICATE OF APPLICANT—READ CAREFULLY BEFORE SIGNING

I Hereby Certify, That all statements made in this application are true and complete. I also understand that if I do not have legal minimum qualifications for this class, I will be eliminated from the examination when this fact is determined.

SIGNATURE DATE

To further its commitment as an Equal Opportunity Employer, the State of California is requesting that applicants provide voluntarily, the following information. This information will be detached from this application and will be available, for research and evaluation purposes only to authorized persons. Your cooperation in providing this information is essential to the success of the research and evaluation program.

SOCIAL SECURITY NUMBER

☐ MALE
☐ FEMALE

(1) ☐ BLACK
(2) ☐ ASIAN
(4) ☐ SPANISH SPEAKING/SURNAME
(5) ☐ WHITE
(6) ☐ POLYNESIAN
(7) ☐ NATIVE AMERICAN
(8) ☐ FILIPINO
(3) ☐ ALL OTHER

DO YOU HAVE A MAJOR DISABILITY WHICH HAS IMPEDED YOUR OBTAINING EMPLOYMENT?

A ☐ HEARING
B ☐ SIGHT
C ☐ SPEECH
D ☐ PHYSICAL
E ☐ OTHER, please explain

1037

101

45 4355	BANDAGE PLASTER GREEN LABEL 3 IN 12	BX
45 4360	BANDAGE PLASTER GREEN LABEL 4 IN 12	BX
45 4365	BANDAGE PLASTER GREEN LABEL 6 IN 12	BX
45 4370	BANDAGE PLASTER RESIN 4 IN 12	BX
45 4390	BANDAGE PLASTER SPL GRN LABL 4X1550	BX
45 4395	BANDAGE TRALHESTON1 600	CS
45 4400	BANDAGE TRIANGULAR 6	BX
45 4420	BANDAID SPOT 100	BX
45 4425	BANDAID STRIPS 100	BX
45 4440	COTTON BALLS LARGE 2M	CS
45 4455	COTTON TIP APPLICATOR 6 IN 2M	BX
45 4460	COTTON TIP APPLICATOR 6 IN 25 1M	CS
45 4470	DRESSING ABD WRAPPED 8X10 IN 360	CS
45 4480	DRESSING TRAY STERILE 20	CS
45 4495	GAUZE FLUFFS STERILE 600	CS
45 4505	GAUZE PACKING IODOFORM 1 IN	BT
45 4515	GAUZE VASELINE STRIP 1 X 36 IN 12	BX
45 4520	GAUZE VASELINE STRIP 3 X 18 IN 12	BX
45 4525	GAUZE VASELINE STRIP 6 X 36 IN 12	BX
45 4535	PAD EYE 50	BX
45 4540	PAD OBSTETRICAL SUPER STERILE 200	CS
45 4542	PAD PERINEAL BOOKL POLY 36X48	BA
45 4545	PAD SANITARY REGULAR 600	CS

1038

64-B

64-C

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed	Name and Location of Last Elementary or High School	Graduated?
6 7 8 9 10 11 12		Yes ☐ No ☐

Name and Location of College or University	Major	Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____
Reason for leaving ____

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

1040

REQUISITION 64-D

SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS

No.

TO: _____
(SUGGESTED VENDOR)

_____
(ADDRESS)

_____
(CITY)

SHIP TO:

- ☐ 333 Main St., Redwood City, Ca. 94063
- ☐ 65 Tower Rd., San Mateo, Ca. 94402
- ☐ 1060 Middle Ave., Menlo Park, Ca. 94025
- ☐ 1280 Commodore Dr. W., San Bruno, Ca. 94066
- ☐ 1845 Rollins Rd., Burlingame, Ca. 94010
- ☐ 3601 Curtiss St., San Mateo, Ca. 94403
- ☐ 1290 Commodore Dr. W., San Bruno, Ca. 94066
- ☐

P.O. NO	DATE OF P.O.	CONFIRMING TO	WHEN REQUIRED:	SHIP VIA	ATTENTION OF:

A.C.E. COMPETENCY BASED JOB DESCRIPTION 64

OCCUPATIONAL TITLE: CLERK TYPIST

FACT SHEET

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Clerk Typist

D.O.T. CODE: 209.388 (4th Ed.: 203.362-010)

A.C.E. Number: 64

CAREER LADDER:

FIRST LEVEL: Clerk Typist I

SECOND LEVEL: Clerk Typist II

THIRD LEVEL: Clerk Typist III

D.O.T.'s GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Supt. of Schools
San Mateo Co.
333 Main Street
Redwood City, Calif. 94063

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Number of annual jobs in San Mateo County 604 . This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports o on local San Mateo County Employment Development Department job opening activity.

JOB DESCRIPTION (DOT) Performs general clerical work requiring use of typewriter in majority of duties: Compiles and types reports, bills, application forms, shipping tickets, and other matter from clerical records. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. Computes amounts using adding machine.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

CLERK TYPIST

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a typist-clerk.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisites to those competencies.

The middle column *states the skill in more general language. The controlled language of this column permits comparison of skill between occupations.

*The items in the middle column have been abstrated from an abbreviated version of the taxonomy of gerneric skills developed by Kawula, W., and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

2B.1 Prerequisite to 2B.4 Calculate the sum in simplest form of two or three common fractions with like denominators.

2B.2 Prerequisite to 2B.4 Calculate the sum in simplest form of two or three common fractions with unlike denominators.

2B.3 Prerequisite to 2B.4 Calculate the sum in simplest form of two or three mixed numbers with like and unlike denominators.

2B.4 A clerk typist must be able to set up lay outs (e.g., centering, spacing) for publications or articles to be sent to a printer.

To accomplish this task, the student must be able to calculate the sums of mixed numbers and proper fractions.

To demonstrate the ability to perform this task, the student will correctly add fractions similar to the following:

3 1/4	8 1/4	5 5/8
+ 4/6	+1 1/2	+ 2/3

2B.5 Prerequisite to 2B.9 Calculate the difference in simplest form of two common fractions with like denominators.

2B.6 Prerequisite to 2B.9 Calculate the difference in simplest form of two common fractions with unlike denominators.

2B.7 Prerequisite to 2B.9 Calculate the difference in simplest form of two mixed numbers which have like denominators including cases where borrowing is required.

2B.8 Prerequisite to 2B.9 Calculate the difference in simplest form of two mixed numbers which have unlike denominators including cases where borrowing is required.

2B.9 A clerk typist must be able to set the margins on a typewriter.

To accomplish this task, the student must be able to solve routine problems using addition or subtraction of fractional numbers.

To demonstrate the ability to perform this task, the student will determine that:

if a typewriter is currently set for a 1 and 1/4 inch right hand margin and a 2 inch margin is required for the next typing job, the margin should be reset 3/4 inches to the left.

3D.1 Prerequisite to 3E.8 Round off a decimal fraction to the nearest tenth, hundredth, thousandth, or ten-thousandth.

3E.8 A clerk typist must be able to round off decimal amounts when using a calculator to calculate budgets or payroll.

To accomplish this task, the student must be able to round off decimal amounts to the nearest cent, dollar, ten dollars, hundred dollars or thousand dollars.

To demonstrate the ability to perform this task, the student will determine that:

6.396 rounded off to the nearest tenth is 6.40, and $968.43 rounded off to the nearest dollar is $968.00.

3C.3 Prerequisite to 4B.2 Calculate to a given number of decimal places, the quotient of a whole number divided into:

a. a whole number larger than the divisor,
b. a whole number smaller than the divisor,
c. a decimal.

3C.4 Prerequisite to 4B.2 Calculate to a given number of decimal places, the quotient of a decimal fraction divided into:

a. a decimal fraction,
b. a whole number.

3C.5 Prerequisite to 4B.2 State or write the quotient of a number divided by a power of 10 between .001 and 1,000, without written calculation.

4B.2 A Clerk Typist must be able to determine percentage increase in sales or production.

To accomplish this task, the student must be able to determine what percent one number is of another.

To demonstrate the ability to perform this task, the student will determine that:

If production was 90 units last month and has increased by 10 units, the percentage rate of increase is 11%.

21A.3 A clerk typist must be able to write or type dates for appointments, memos, etc. when given orally or in improper format.

To accomplish this task, the student must be able to write dates using correct punctuation.

To demonstrate the ability to perform this task, the student will write:

1977 30 may, as May 30, 1977 and 2/7/67, as February 2, 1967.

21A.8 Prerequisite to 22C.9 Given a list of names and addresses, write items using proper capitalization and punctuation.

22C.9 A clerk typist must be able to capitalize words and titles used in business letters and forms.

To accomplish this task, the student must be able to apply the rules of capitalization properly.

To demonstrate the ability to perform this task, the student will correctly capitalize words which require capitalization in the sentence below:

delores read farewell to arms by ernest hemingway in a class at san jose state university last spring.

22G.1 A clerk typist must be able to set up a business memo given information from a dictating machine or in rough draft.

To accomplish this task, the student must be able to set up the parts of a business memo in proper form.

To demonstrate the ability to perform this task, the student will determine where the sender's name belongs in the memo form below.

IN THE BOX MARKED X

memo

SAN MATEO COUNTY OFFICE OF EDUCATION
333 Main Street • Redwood City • CA 94063
(415) 364-5600

TO DATE

FROM X

SUBJECT

23B.1 A clerk typist must be able to type letters from a dictating machine.

To accomplish this task, the student must be able to set up the parts of a business letter in proper form.

To demonstrate the ability to perform this task, the student will review the letter parts which follow and state that correct order is:

5, 1, 2, 4, 3, 6

1. Mr. George Howard
   Grove Unified School District
   714 Sunset Drive
   Grove, CA 94063

2. Dear George:

3. Sincerely,

4. Enclosed are the materials describing the XYZ Project. If you find them interesting, return the enclosed card and we'll send a sample set of three and put you on the mailing list for information about the readiness of the other job descriptions.

5. 39 West Moore Avenue
   Anderson, IN 26011
   July 19, 1976

6. Vernon H. Suffield
   XYZ Project Director

25C.3 A clerk typist msut be able to use the telephone to obtain or verify information for reports.

To accomplish this task, the student must be able to place local and long distance calls.

To demonstrate the ability to perform this task, the student will list the steps to be followed in placing a local call to a company whose telephone number is not known:

a. determine name and address of company;

b. consult telephone directory for listing;

c. if number is not listed or applicable directory not available, call 411, directory assistance.

26C.1 Prerequisite to 26D.1 Arrange, order, tabulate or sequence information in a required ranking system.

26D.1 A clerk typist must be able to fix, set up and use a filing system.

To accomplish this task, the student must be able to sort data in a subject classification filing system.

ITEMS TO BE FILED IN ACME COMPANY BUSINESS OFFICE FILE

1) Bill to Acme for equipment purchased last month
2) Bill from Acme to Johnson Company for services performed this month
3) Board of Directors Meeting Notes
4) Work orders for the next two months

To demonstrate the ability to perform this task, the student will match the following items to be filed with the subject headings underwhich they should be filed:

SUBJECT CLASSIFICATION FILING SYSTEM MAJOR FILE CLASSIFICATIONS

A) Accounts Payable
B) Corporate Meetings
C) Accounts Receivable
D) Production